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ABSTRACT

This guide contains the materials required to teach a competency-based course to develop student awareness and skills relating to specific aspects of housing and home furnishings. It is divided into three sections: an instructor's manual, instructor's resource package and student workbook. The following topics are covered in the 10 instructional units: planning living space for human needs, evaluating and financing housing alternatives, applying elements and principles of interior design, arranging interior spaces, designing interior backgrounds, selecting furniture and accessories, selecting appliances, planning for safety and security, and exploring careers in housing and home furnishings. In the instructor's manual are the following: information on using the guide; a section for each unit listing activities and resources needed, focus assignments, objectives, evaluation methods, references, and written tests and answers; and an instructional supplement that provides additional teaching aids. The resource package contains the following: learning activity package sheets that allow instructors to individualize instruction for some/all students, transparency masters, and written tests. The student workbook includes one set of objective, information, assignment, and job sheets for each unit. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused into the curriculum: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. A basic skills documentation matrix correlates skills with units of instruction. (MN)

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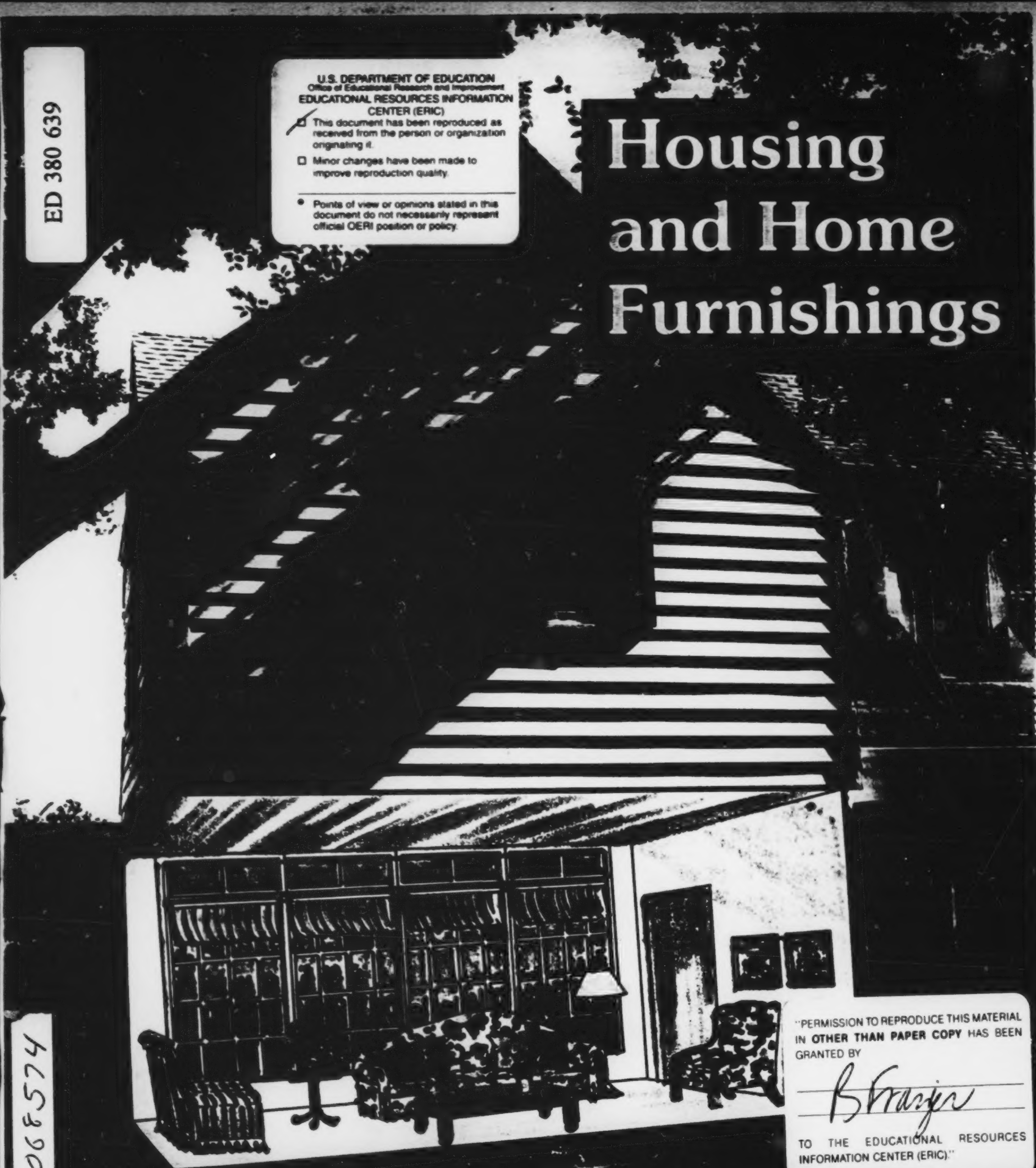
Housing and Home Furnishings



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CIMC

Instructor Manual

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Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

HE-1003

Housing and Home Furnishings

Instructor's Manual

Upfront

Instructor's Guide

Answers

Test Code Sheets

Instructional Supplement

Developed by the
Curriculum and Instructional Materials Center
for the Division of Home Economics Education
Oklahoma Department of Vocational and Technical Education

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One set per unit of the following components:
- Instructor's Guide
- Answers
- Test Code Sheets

Instructional Supplement (one set for all units)

Instructor's Resource Package

One set per unit of the following components:
- LAP Sheet
- Transparency Masters
- Written Test
- Other required media

Student Workbook

One set per unit of Objective Sheets, Information Sheets, Assignment Sheets, and Job Sheets for the following units:

UNIT 1
Planning Living Space for Human Needs 1-1

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Exploring Careers in Housing and Home Furnishings 10-1

FOREWORD

As you know, choices and decisions about living space must account for the needs of the persons living there. Housing – whether renting a home or apartment, buying a home, or other options – must satisfy human needs. These include the need for protection or shelter, physical and psychological needs, and needs related to emotional well-being. Living space must also satisfy personal wants or desires, serving as a place where people can have and do the things that are important to them. Because of the many roles played by housing, students must be adequately prepared to evaluate their personal needs for living space before making informed choices about housing.

Housing and Home Furnishings builds upon the foundation established in related sections of *Foundations for Living I* and *Foundations for Living II*. It is a diverse and challenging curriculum designed to develop student awareness and skills relating to specific aspects of housing and home furnishings. These instructional materials include units which help students become informed decision makers – such as evaluating housing alternatives, financing housing choices, and choosing appliances – to units which focus on interior design and space arrangement, concepts which students can apply to their immediate housing situation.

For students interested in a career in a housing-related industry, this curriculum serves as an excellent introduction to the subject; for students wanting to apply housing and interior design concepts to make the most of their existing housing or future housing opportunities, this curriculum does that as well.

As students prepare for rewarding careers and lives, the Oklahoma Department of Vocational and Technical Education believes that these instructional materials can play a substantial role assisting students in achieving both.

Roy Peters, Jr.
State Director
Oklahoma Department of
Vocational and Technical Education

Edna Ruth Mahaffey
State Supervisor
Home Economics Education

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Craig A. Maile
Curriculum Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Each unit of instruction is based on the performance needed for successful employment in an occupational area. *Housing and Home Furnishings* contains ten units of instruction. A complete unit may contain most or all of the following components: Objective Sheet, Instructor's Guide, Information Sheet, Instructional Supplement, Assignment Sheet, Job Sheet (and Skill Test Record), Written Test, Answers (to Assignment Sheets and Written Test), Transparency Masters, Learning Activity Package (LAP) Sheet, Handouts, and other required media. These components are organized within three packages, as follows:

Instructor's Manual

- Upfront pages (title page, copyright page, table of contents, foreword, preface, acknowledgments, measuring student performance gains, required criteria for a competency-based education program, and corrections and suggestions)
- Curriculum and Duty/Task Crosswalk (as appropriate)
- Basic Skills Matrix
- One set per unit of:
    - Instructor's Guide
    - Answers
    - Test Code Sheets
- Instructional Supplement (one set for all of the basic skills enablers appearing in the book)

Instructor's Resource Package

- One set per unit of:
    - LAP Sheet
    - Transparency Masters
    - Written Test

☑ **NOTE:** The three components listed above may be photocopied by the instructor.

- Handouts (as appropriate)
- Other required media (as appropriate)

Student Workbook

- Objective Sheets
- Information Sheets
- Assignment Sheets
- Job Sheets

Instructor's materials include the *Instructor's Manual*, the *Instructor's Resource Package*, and the *Student Workbook*.

Unit components are tied to measurable and observable learning outcomes. Instructor's are encouraged to supplement unit components with other resources to make units as responsive to local conditions and student needs as possible.

Most units of instruction are designed for use in more than one lesson or class period. Instructors should determine the following for each unit:

- amount of material that can be covered in each class period;
- skills that must be demonstrated;
- supplies and equipment needed;
- amount of class time needed for demonstrations;
- amount of class time needed for student practice;
- supplementary materials to be ordered; and
- resource persons who must be contacted.

Objective Sheet (Student Workbook)

The Objective Sheet summarizes each unit for the student and the instructor. The Objective Sheet includes the following sections:

Introduction – This section introduces students to the unit topic and its importance to them. The Introduction also relates the unit to students' experiences and their "need to know"; it helps capture their interest and focus their attention on the specific topic.

Prerequisites – This section is included if any of the units in the book have prerequisites. A prerequisite may be one or more units from the same book or from other books, which must be completed before beginning the unit. (If no prerequisites exist for any of the units in the book, this section is omitted.)

Focus Assignments – Each unit has two Focus Assignments: Prereading and Writing. The Prereading assignment requires the student to read appropriate sections from unit references, from the *Instructor's Resource Package*, or from the student's textbook. The Prereading assignment leads into the Writing assignment, which assigns students a short written activity based on the Prereading assignment. Because the Focus Assignments help promote the use of basic skills, they include appropriate basic skill icons and enablers. (Activities for the basic skills associated with the Focus Assignments are included in the Instructional Supplement in the Instructor's Manual.)

Unit Objective – The Unit Objective states the overall goal of the unit. It identifies what the student will be able to do after successfully completing the unit, as well as the standards used to measure student performance.

Specific Objectives – The Specific Objectives outline the teaching sequence of the competencies required to reach the Unit Objective.

The Specific Objectives on the Objective Sheet should be emphasized to all students at the start of each unit and throughout the teaching/learning process. This will help answer student questions about performance requirements for each unit. Specific Objectives can also assist instructors in determining teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could best be taught.

Instructors should modify, delete, or add objectives to meet the needs of students and the community. When objectives are added, the instructor should remember to provide the needed information, Assignment and/or Job Sheets, and criterion-referenced test items.

Information Sheet (Student Workbook)

The Information Sheet provides the "must know" content essential for meeting the cognitive objectives in the unit. Information is usually presented in print on the Information Sheet, but may also be presented in other formats, if appropriate, such as on videotape, software, or other media. (Additional formats for presenting the Information Sheet objectives allow this component to be interactive.)

Many objectives on the Information Sheet begin with a "Words You Should Know" section. This boxed item identifies terms relating to the objective, and gives a definition for each. Terms in the "Words You Should Know" boxes are tested only indirectly with the objective information (not on the Written Test as a matching exercise).

The Information Sheet may include clarifying NOTES and EXAMPLES, as needed. In the left column, students and instructors are reminded of the optional and/or required activities and resources available for a particular objective.

Students should read the Information Sheet for each unit before it is discussed in class. Space is provided in the margins for both students and instructors to add notes that clarify and/or expand upon the information presented.

Assignment Sheets (Student Workbook)

The Assignment Sheets address the learning levels at or above the application level of Bloom's taxonomy. They allow students to perform non-psychomotor activities related to occupational tasks. Assignment Sheets also provide students with an opportunity to use higher-order thinking skills, such as problem-solving, synthesizing, analyzing, and evaluating. In addition, they may provide opportunities for cooperative learning and more detailed oral/written communication activities.

Assignment Sheet activities can be "paper and pencil" activities, as well as those using computer software, videotapes, models, handouts, or other resources as appropriate. All Assignment Sheets include basic skills icons and enablers (identified in the left margin).

Job Sheets (Student Workbook)

Job Sheets gives students step-by-step procedures for performing manipulative or psychomotor occupational tasks or jobs. The Job Sheet also functions as a Skill Test Record, facilitating the instructor's evaluation of each student's performance. Both the process and the end-product are evaluated. Diagrams, illustrations, and photographs are included, as needed, to assist students in completing the job.

Individual Job Sheets may include various warnings written to conform to the latest specifications of the American National Standards Institute (ANSI). DANGER is used if the situation *will* lead to death or serious injury if not avoided; WARNING is used if the situation *could* lead to death or serious injury if not avoided; CAUTION is used if the situation could lead to minor or moderate injury; NOTICE is used if the situation could cause property damage only; and IMPORTANT is used to refer to operating or maintenance tips. Each type of warning appears on the Job Sheet with an ANSI symbol.

The instructor should demonstrate the procedure outlined in each Job Sheet. Instructors may also have to localize specific procedures.

Instructor's Guide (Instructor's Manual)

The Instructor's Guide leads instructors step by step, objective by objective through the unit. It recommends instructional strategies for the Focus Assignments and for each of the Specific Objectives. Resources and activities are labeled "R" for "Required" or "O" for "Optional." Optional and Required resources (publications, videos, computer software, and other media) are listed, as well as unit references. These resources can be used to supplement the instructor's knowledge of the subject area and to help students with particular interests or occupational objectives. In addition, the Instructor's Guide provides guidelines for evaluating student performance.

Instructors should study the Instructor's Guide before introducing the unit and allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resource persons. Specific tasks of the instructor will vary with each unit.

Answers (Instructor's Manual)

This component lists the answers to all of the Assignment Sheets and the Written Test questions.

Test Code Sheet (Instructor's Manual)

The Test Code Sheet matches Written Test questions to objectives. Basic skills codes are listed in chart format for each question. Each unit has a Test Code Sheet. For more information, see the CIMC publication *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.*

Instructional Supplement (Instructor's Manual)

The Instructional Supplement provides the instructor with strategies for teaching the basic skills identified on the Focus Assignments, Assignment Sheets, and Job Sheets. One Instructional Supplement applies to all of the basic skills identified in all of the units of instruction in a book.

LAP Sheet (Instructor's Resource Package)

The LAP (Learning Activity Package) Sheet for each unit allows the instructor to individualize instruction for some or all students. The LAP Sheet guides the student through each unit step by step, ensuring that the student receives the necessary instruction.

Transparency Masters (Instructor's Resource Package)

Transparency Masters are provided so that instructors can make transparencies to accompany specific units. Transparencies allow students to *see* as well as hear the information being presented, thus reinforcing the learning process. They also direct attention to the topic under discussion. Transparencies should be made from the Transparency Masters and placed where they will be readily available when needed. Transparencies should be left on the screen only when the related topics are under discussion.

Each Transparency Master also appears in the appropriate unit in the Student Workbook, at the location where the information is referenced (such as a Figure on the Information Sheet).

Written Test (Instructor's Resource Package)

The Written Test provides criterion-referenced evaluation of the Specific Objectives from the Information Sheet (Assignment Sheet and Job Sheet objectives are not evaluated by the Written Test). If instructors have added, deleted, or modified any objectives, appropriate changes should be made to the Written Test as well.

The Written Test serves as both a pretest and a posttest. In order to measure and document student competency gains as required by the latest Carl Perkins regulations, and as outlined in the Oklahoma-developed system of standards and measures, it is *essential* that the same test be used as a pretest and as a posttest. If instructors choose to use tests other than the Written Test, they should make sure that the same instrument is used for each activity – pre- and posttest.

The Written Test may be photocopied for classroom use, or additional copies may be ordered from the CIMC by calling 1-800-654-4502, or (in Oklahoma) 1-800-522-5810, ext. 589.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements is included in the CIMC publication *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* This booklet – and accompanying software to assist in calculating and recording student gains – are available to Oklahoma instructors through their school's vocational testing liaison.

To further assist instructors, the CIMC develops Test Code Sheets for each Written Test in its more recent publications, including this one. (These sheets are explained in detail in the publication mentioned above.) The Test Code Sheets assist in verifying that the Written Test is a valid instrument for measuring student learning and competency gains.

COMPETENCY PROFILES

A Competency Profile is available from the CIMC. Competency Profiles document student performance. Each profile lists the specific competencies covered in the book, and provides space for recording the student's level of performance on each competency.

PAGE NUMBERING

Each unit and each page in a CIMC publication has a number, shown in arabic numerals. The page number gives the package title, the book title, the component name, the unit number, and the page number within the unit. For example, the page number for page 1 in Unit 6 of the *Student Workbook* would appear as follows:

> STUDENT WORKBOOK – Housing and Home Furnishings
> OBJECTIVE SHEET · **CIMC** · 6 · 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide each student with a copy of the Student Workbook. Students should be allowed to keep their Workbooks at the end of the course or training program.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement each unit with current information, personal experiences, and other information. In a group setting, prepare for each unit by determining the best way to teach each objective, and allow for student input. For individualized instruction, provide opportunities for the student to become involved in planning and being responsible for his or her own education.

BASIC SKILLS IN CURRICULUM

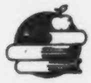
The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers *must* be academically, as well as technically, competent, given the nature of the highly complex work place. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials *do* combine academic skills training with the vocational training. In addition, concerted efforts have been made to "beef up," or enhance the basic skills instruction already present. Following is a brief description of those processes:

Basic Skills Icons and Enablers

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, and a list of specific tasks, or enablers, to identify the basic skill or skills that are called for in each job or assignment sheet.

Each of the nine broad skills areas–reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, and social studies–is represented by the icon presented below.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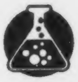
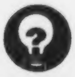
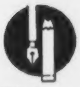
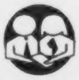
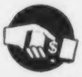
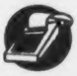

Science

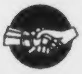

Creative Thinking/
Problem Solving

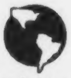

Writing


Oral Communication


Employability


Math


Interpersonal or Relating


Social Studies

When an activity involving one of these basic skills is identified, the corresponding icon is placed in the left-hand margin of the job or assignment sheet. The basic skills training is further defined by retrieving the specific, or enabling, skill that is required by consulting a list of over two hundred and fifty enablers that has been compiled and grouped with each general basic skill. This enabling skill is placed directly below the icon.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted in the left-hand margin as follows:

ASSIGNMENT SHEET

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________________ Score __________

OBJECTIVE 10

Define personal territory.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

- As discussed in Objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

Basic Skills Documentation Matrix

Another component of the CIMC basic skills instructional plan is the "Basic Skills Documentation Matrix." The matrix graphically summarizes the basic skills training included in the vocational program, unit by unit. It should be helpful to teachers in planning their instruction, and to administrators as documentation that basic skills **are** being addressed during the vocational training.

The matrix for this publication is included as an 8½" by 11" foldout in this *Instructor's Manual.*

Matrices have been developed for most CIMC publications. For more information on those available for other programs, call the CIMC at 1-800-654-4502.

Instructional Supplement

The supplement is a tool for the instructor to use in helping students apply the basic skills in Assignment Sheets and Job Sheets. Some supplements are appropriate for use with all students; some are for use only with those students who do not understand the academic skills called for in the exercise.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students, and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma), or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	**Discussion**	**CIMC component meeting criterion**
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to a pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

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25

INSTRUCTOR'S GUIDE

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources - (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you with to use. Some activities use extra resources for further information about the unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about personal needs for space, using textbooks, reference book, magazines, or other resources.

Writing

R Have students write a short explanation of personal needs for space, the factors influencing those needs, and the impact of personal space needs on living space. Explanations should include examples of housing choices that reflect personal space needs.

O Have students give an extemporaneous speech over the focus assignment.

GENERAL INSTRUCTIONS

Assignment Sheets

- R Review the directions and any specific guidelines.
- R Make certain that any needed materials from the Instructor's Resource Package are available.
- R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.
- O Have students volunteer to read aloud the directions and any special guidelines.
- O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

- R Review the Introduction and Evaluation Criteria for the Job Sheet.
- R Review and explain all general guidelines, safety cautions, and warnings.
- R Make sure that all tools, equipment, and supplies are available.
- R Demonstrate each of the procedures outlined in the Job Sheet.
- R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.
- R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.
- R Return the completed Job Sheet to the students so that they may use them for later reference if needed.
- O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

List factors influencing personal space needs.

R Explain that each person has an invisible "space bubble" that expands and contracts according to situations and emotional states.

R Ask two volunteers from the class to stand side by side, an arm's length apart. Ask if the students feel "crowded" at this distance. Ask them to move a few inches closer to one another. Ask them to continue moving closer to one another until they are actually touching shoulder to shoulder. Now, ask the students to discuss how their feelings changed as they moved closer to one another. When did their "space bubbles" feel invaded? Lead a class discussion on the factors that influence personal space needs.

R Have students complete Assignment Sheet 1 to help them define personal territory.

O Ask students to describe what constitutes a "house." Then ask them to describe a "home." Lead a class discussion on how a structural building such as a house is turned into a home by the people who occupy it and their personal needs and wants. Explain that planning living space helps meet the various physical, emotional, and social needs of those living in it.

O Examine with the class the benefits a home provides. Have students complete open-ended sentences about housing needs.

EXAMPLES: "My bedroom is..."
"I like to study where..."
"My family spends the most time together in..."

OBJECTIVE 2

Match types of sensory cues with their descriptions.

See Objective 3.

OBJECTIVE 3

Explain in writing the effects of sensory cues on living space design.

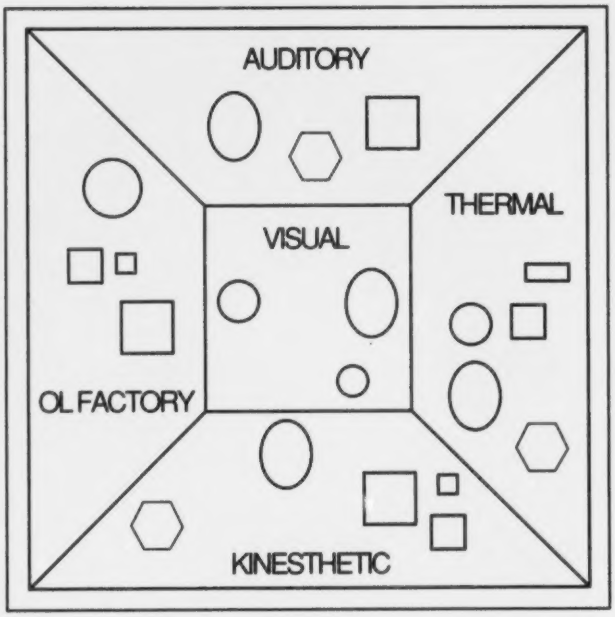
R Lead a class discussion on how the senses and housing are related. Ask students how housing near an airport might affect the senses. Near an oil refinery? How does a home with poorly fitting doors and leaky windows affect the senses?

R Have students complete Assignment Sheet 2 to become more aware of sensory cues in housing.

R Ask students to consider how human senses will be affected by the various aspects of the living space design when looking at floor plans, a house, or an apartment.

O Prepare a bulletin board divided into sections, with each section labeled by one of the types of sensory cues. Ask each student to provide a magazine or catalog picture that shows one way housing can affect the senses. Students should tell the class what sense is affected in his or her picture. The student could then place his or her housing picture in the appropriately identified section of the bulletin board.

EXAMPLE:



OBJECTIVE 4

Match human needs met by housing to their descriptions.

R Lead a class discussion about each of the needs met by housing. Ask students for examples of each need.

R Show Transparency Master 1 and explain Maslow's Hierarchy.

O The primary need for housing is shelter. Students may not be fully aware of the difficulties that result when the human need for shelter is not met. Invite a guest speaker from a homeless shelter to visit the class and discuss the local homeless population and how its needs for housing are or are not being met.

OBJECTIVE 5

List factors affecting needs for space in a home.

R Ask students for examples of each of the needs discussed.

EXAMPLES:

Social – Den, swimming pool
Quiet, private – Study, reading room
Work, storage, maintenance – Laundry room, kitchen, garage

R Have students complete Assignment Sheet 3 to examine the costs of providing housing needs and wants. Discuss with the class how needs differ from wants. Explain that in Part 2 of this Assignment Sheet, Margaret will have additional purchasing costs to consider that will be discussed in detail in Unit 3.

R Allow class time for students to work in pairs as they complete Assignment Sheet 4 and discuss personal values influencing needs for space in housing.

O Explain that people (like animals) have a built in mechanism that defines personal territory. When territories become overcrowded, human behaviors can become disorderly. It is apparent that most people live more happily if the quantity and quality of their personal space needs are met.

OBJECTIVE 6

Select from a list considerations for designing or adapting space in housing.

R Lead a class discussion on how to create an illusion of a larger, more spacious room.

☑ **NOTE:** How to create illusions in housing is covered in more detail in Units 4, 5, and 6.

EXAMPLES: Paint walls a light color; remove large, space-consuming furniture items

O Refer to the *Handbook for Design: Specially Adapted Housing* for additional information on adapting space in housing for special needs.

O Arrange a class tour of a model home and/or mobile home. Ask the students to evaluate the home(s) according to how each home meets different family needs.

O Prepare a bulletin board titled "Making the Most of Storage." Include examples of various space-saving storage items on the market.

O Obtain information on the Americans with Disabilities Act and discuss with your class.

OBJECTIVE 7

List lifestyle characteristics that affect housing needs.

R Lead a class discussion by asking students how their personal lifestyle characteristics would affect their housing choices. To get the discussion started, explain that a person who values nature and the outdoors might choose a cabin in the woods; a conservationist might choose a home run by solar or wind energy sources; and, someone who values theater and art might choose to live in an apartment in a large city where many cultural activities are available.

R Have students complete Assignment Sheet 5 to evaluate a living space for their personal needs.

OBJECTIVE 8

Identify housing needs for specific stages of the family life cycle.

R Lead a class discussion by asking the following questions: How much living space do you need now? How would that need be different if you got married? Had a baby? How would housing needs change if an elderly grandparent were to move in with your family?

OBJECTIVE 9

Discuss in writing factors which have an impact on housing trends.

R Have students complete Assignment Sheet 6. It might be helpful to suggest that students conduct historical research using housing magazines (published in the last thirty to forty years) or local historical homes.

☑ **NOTE:** Each instructor will need to inform his or her students on the desired length of the reports and any other specific writing practices that the students should follow to successfully complete this assignment.

O Assign students to read current newspaper articles about the relationship between housing and the economy. Lead a class discussion about how the economy affects the housing industry.

O Invite an expert in the housing construction field to visit the class and discuss construction materials and building methods. Ask the guest to be prepared to discuss why one material or construction method might be chosen over the other.

O Hand out and discuss *Solar Energy and You.*

O Ask students to interview a parent or older adult about the changes in housing that have developed over their lifetimes. Ask students to share their findings with the class by giving oral reports.

O As a unit conclusion and community service project, contact the local Habitat for Humanity organization. Ask for suggestions of ways students can become involved in local housing projects.

OBJECTIVE 10

Define personal territory. (Assignment Sheet 1)

R Have students complete Assignment Sheets 1 through 6, if not previously done.

R See the general instructions for all Assignment Sheets.

O Create additional Assignment Sheets, if possible, as reinforcement or enrichment activities.

O Discuss cultural differences which can affect personal territory.

OBJECTIVE 11

Describe sensory cues. (Assignment Sheet 2)

See Objective 10.

OBJECTIVE 12

Compare the costs of housing needs and wants. (Assignment Sheet 3)

See Objective 10.

OBJECTIVE 13

Determine personal values influencing needs for space. (Assignment Sheet 4)

See Objective 10.

OBJECTIVE 14

Evaluate living space for personal needs. (Assignment Sheet 5)

See Objective 10.

R Obtain photograph—in color—of a room so students can fully evaluate visual cues on Question 2.

OBJECTIVE 15

Compare housing in the past, in the present, and in the future. (Assignment Sheet 6)

See Objective 10.

O Supplement Assignment Sheet 6, if necessary, with instruction and assignments from the CIMC's *Basic English Series, Book I: Parts of Speech* and *Book II: Introduction to Writing Skills.*

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the Focus Assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of competency profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

OPTIONAL RESOURCES

Publications

- *Handbook for Design: Specially Adapted Housing.* VA Pamphlet 26-13. Washington, D.C.: Veterans Administration, 1978.

  ☑ **NOTE:** This handbook can be obtained by contacting the local Veterans Administration or by writing to Department of Veterans Benefits, Veterans Administration, Washington, D.C. 20420.

- *Solar Energy and You.* Publication No. DOE/CE-0093/1. Washington, D. C.: United States Department of Energy, 1985.

  ☑ **NOTE:** To order this and other energy education resources, write to United States Department of Energy, Energy Information Administration, National Energy Information Center, EI-231, Room 1F-048, Forrestal Building, Washington, D.C. 20585, phone 202-586-8800.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Craig, Hazel Thompson. *Homes with Character,* 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- *Foundations for Living, Volume II.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- *Housing, Design, and Furnishings.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- *Housing, Home Furnishings, and Equipment.* Fayetteville, Arkansas: Arkansas Vocational Curriculum Dissemination Center, University of Arkansas, 1987.
- *Housing, Home Furnishings, and Equipment.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1983.

- Lewis, Evelyn L. *Housing Decisions.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.
- Sherwood, Ruth F. *Homes: Today and Tomorrow.* Mission Hills, California: Glencoe Publishing Company, 1990.

ASSIGNMENT SHEETS

OBJECTIVE 10

Assignment Sheet 1

Students should indicate comfort zones by drawing around the figures provided. Each "zone" should be identified in inches from the body.

1. Answers will vary, but should express attitudes or emotions felt in various situations.

   EXAMPLE: At school, I am comfortable around friends; but, I feel tense when talking to my teachers. I do not mind being in elevators; I like to talk to those in elevators with me. On a first date, I am always nervous. Too much physical closeness makes me uncomfortable.

2. Each answer will vary, but an explanation should be given.

3. Each answer will vary, but may include answers such as: "My hands get clammy," "I can feel my heart pound."

4. Answers will vary. Encourage creative answers.

OBJECTIVE 11

Assignment Sheet 2

All answers will vary, but should indicate that the student has a clear understanding of sensory cues and how they are related to housing.

OBJECTIVE 12

Assignment Sheet 3

Part 1

1. Yes, both apartments provide basic needs. Privacy, shelter, and security are provided in both cases.

2. Apartment A provides added "wants" a renter may desire. Extra bedrooms, dishwasher, washer and dryer, built-in microwave, and pool-side location are niceties, but not necessities.

3. $75
4. Apartment A – $5,400
   Apartment B – $4,500
5. Answers will vary depending on what each individual student values. Apartment B is financially a better choice, but the first apartment provides extras that some students may feel justify the added expense.

Part 2

Answers will vary, but all should indicate that research was done to provide reasonable item descriptions and costs. Check the student's math to determine the total cost of the additional items. The final total cost will be the item cost total plus $60,000.

OBJECTIVE 13

Assignment Sheet 4

Each student will have individual answers. However, both Part 1 and Part 2 should be completed and unit information incorporated appropriately.

OBJECTIVE 14

Assignment Sheet 5

1. Answers will vary.
2. Answers will vary, but may include the following answers:

   Auditory – Radio
   Kinesthetic – Basketball goal
   Olfactory – Tennis shoes and gym bag
   Thermal – Window

3. The room appears to be private, provides a sense of belonging and protection from physical danger, and provides protection from the elements.
4. Yes. The telephone and basketball goal could allow for social interaction; the room appears to be separated from other rooms to allow for quiet and private activities; and a desk and shelve provide work and storage areas.
5. Answers will vary.
6. Answers will vary.

OBJECTIVE 15

Assignment Sheet 6

Each essay will be unique. However, each essay must address the six questions asked on the Assignment Sheet about housing in the past, the present, and in the future. In addition, application of the unit terms and information, spelling, grammar, and the inclusion of references should be evaluated.

WRITTEN TEST

OBJECTIVE 1

In any order:

- Contact or non-contact person
- Sensory perception
- Personal priorities

OBJECTIVE 2

1. A
2. C
3. G
4. D
5. H

OBJECTIVE 3

Any three of the following in any order:

- auditory – allows quiet areas for rest and relaxation as well as areas where people can enjoy conversation, music, and play without disturbing others
- kinesthetic – provides space for work, activity, and movement without feeling overcrowded or restricted
- olfactory – provides pleasant scents or the absence of unpleasant odors
- thermal – produces a feeling of warmth and protection from the cold
- visual – provides variety in colors, shapes, sizes and arrangements

OBJECTIVE 4

1. C
2. E
3. F

OBJECTIVE 5

In any order:

- Social activities
- Quiet, private activities
- Work, storage, and maintenance activities

OBJECTIVE 6

2, 4, 5, 7, 8, 10, 12, 13, 14

OBJECTIVE 7

In any order:

- Activities and hobbies the family enjoys
- Personal needs of family members
- Stage in the family life cycle

OBJECTIVE 8

1. Smaller home, may no longer need or want extra space
2. Second home or expanding first home; family has greater and more complex housing needs
3. Age-oriented housing; may need to add features such as handrails and ramps; apartment living may be desirable
4. First home; usually small
5. Second home or expanding first home; family has greater and more complex housing needs

OBJECTIVE 9

Any five of the following in any order:

- Construction materials – Traditional materials include wood, concrete, bricks, and stone; new construction materials are being developed such as molded plastics, fiberglass, and molded plywood; old materials can be put to use by recycling and reducing waste in housing
- Construction methods – Traditionally, houses have been constructed at the building site; new construction methods include prefabricated and modular construction

- Environment – New homes are often designed to consume a minimal amount of energy and natural resources, while making maximum use of available energy and pollution control measures
- legislation – local, state, and federal laws which can regulate construction methods, zoning, and materials
- National economy – Land and building material prices and availability, together with unemployment rates, lead to smaller houses
- Population – Growth creates a need for new housing
- Science and technology – High levels of technology are being used in designing and constructing homes

OBJECTIVES 10-15

Evaluated on Assignment Sheets 1-6.

Page.1 of 1

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): **Housing and Home Furnishings**

UNIT NUMBER AND TITLE: 1 — **Planning Living Space for Human Needs**

TOTAL NUMBER OF TEST QUESTIONS 46

TOTAL NUMBER OF BASIC SKILL QUESTIONS 21

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-3	U
2	1-5	S
3	1-5	S, U
4	1-3	U
5	1-3	X
6	1-14	X
7	1-3	X
8	1-5	X
9	1-5	U

INSTRUCTOR'S GUIDE

EVALUATING HOUSING ALTERNATIVES

2

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources - (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about the unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about housing alternatives, using your textbook, reference book, magazines, or other resources.

Writing

R Have students write a short one-page essay on housing alternatives and give an overview of the text information.

O Have students give an extemporaneous speech over the focus assignment.

GENERAL INSTRUCTIONS

Assignment Sheets

- R Review the directions and any specific guidelines.
- R Make certain that any needed materials from the Instructor's Resource Package are available.
- R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.
- O Have students volunteer to read aloud the directions and any special guidelines.
- O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

- R Review the Introduction and Evaluation Criteria for the Job Sheet.
- R Review and explain all general guidelines, safety cautions, and warnings.
- R Make sure that all tools, equipment, and supplies are available.
- R Demonstrate each of the procedures outlined in the Job Sheet.
- R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.
- R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.
- R Return the completed Job Sheet to the students so that they may use them for later reference if needed.
- O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

OBJECTIVE 1

Name housing alternatives.

R Lead a class discussion on the various types of housing. Ask students if they can identify what type of housing alternative they either live in or have lived in.

O Prepare a bulletin board using pictures of each housing type discussed in Objective 1 and label each type. Ask students to assist in finding magazine pictures of each housing alternative.

O Lead a class discussion about the advantages and disadvantages of living in a mobile home. Ask students to do out-of-classroom research to find out what requirements must be met to move a mobile home. What does it cost to move a mobile home? Are mobile homes required to be skirted in all neighborhoods? Ask students to report their findings to the class.

OBJECTIVE 2

Select from a list factors influencing the choice of housing alternatives.

R Lead a class discussion about how each alternative in Objective 2 affects housing choices.

EXAMPLE: How would a very mobile family's housing needs differ from those of a family planning to stay in one area for several years?

R Instruct students to complete Assignment Sheet 1 for practice in calculating a budget for housing.

O Lead a class discussion about how socioeconomic levels can affect housing expectations and options.

O Ask students to discuss how human values, goals, and personal standards affect housing choices. Have students write their own housing values, goals, and standards. Ask for volunteers to share their responses with the class.

OBJECTIVE 3

List factors influencing the choice of where to live.

R Have students complete Assignment Sheet 2 to further their knowledge of local community services and regulations.

O Invite a zoning authority or city council member to visit the class and answer questions the students may have about local community services and regulations.

O Display in the classroom a map of the United States that shows the average annual temperatures in the different regions of the country. Ask students to discuss how the average temperatures might affect housing design, construction, and heating and cooling systems.

O Ask each student to write a letter, essay, or article as if he or she were trying to encourage a prospective new resident to move to his or her city. Students should cover the factors in Objective 3 in their writings.

OBJECTIVE 4

Identify advantages and disadvantages of renting, buying, and building.

R To determine which is the best housing option to meet personal needs, one must decide to rent, buy a preowned home, or design and build a custom house. Discuss the advantages and disadvantages of each option.

O Divide the class into three debate groups: renters, buyers, and builders. Give the class one or more "house hunting" scenarios. Ask students to debate the case studies and recommend the best housing option for each situation.

O Lead a class discussion by asking students, "If you were to choose your ideal living situation five years from now, would you hope to rent, buy, or build a home? Why?"

OBJECTIVE 5

Distinguish between advantages and disadvantages of existing housing and new housing.

R Using textbooks and other available resources, ask students to identify materials and building practices that were used in the past and those that are currently used. Students should be able to discuss the advantages and disadvantages of past and current building quality and workmanship.

O Ask for volunteers to find out how much new houses and preowned houses cost in their neighborhoods. Students should report basic information such as square footage, number of bedrooms and bathrooms, yard or lot size, and asking price. Local realtors and newspaper housing inserts may serve as good sources of information.

O Ask an interior designer, real estate agent, or Cooperative Extension Housing Specialist to visit the class and speak about renovating previously owned homes. Prepare students to ask questions, such as: "What problems are often faced?" "What renovations add the most to a house's resale value?"

O Lead a class discussion about landscaping and the effect it can have on a home's value and appearance.

OBJECTIVE 6

List common responsibilities of a renter and a homeowner.

R Instruct students to complete Assignment Sheet 3 as an exercise in investigating utility fees and deposits.

R Lead a class discussion on the information obtained for completing Assignment Sheet 3. Ask, "What effects do utility costs have on consumers' budgets?"

O Either invite an insurance agent to visit the class or provide the class with information and brochures from several insurance companies for information on how much homeowners and renters insurance cost. Discuss why such insurance is important and what different policies do and do not cover.

OBJECTIVE 7

State in writing the information frequently included in a lease.

R Obtain copies of actual leases to share with the class. Discuss the differences in each of them.

R Instruct students to interpret a lease by completing Assignment Sheet 4.

O Ask a legal professional to visit the class and discuss the legal aspects both renters and homebuyers should consider before signing a lease or purchasing a home.

OBJECTIVE 8

Identify sources of information about available housing.

R Instruct students to complete Assignment Sheet 5 to practice interpreting advertisements for housing.

O Ask students to bring to class copies of local housing publications and newspaper classified advertisements. Spend class time looking through the housing sections and interpreting the abbreviations used.

OBJECTIVE 9

Interpret common abbreviations in advertisements for housing.

See Objective 8.

OBJECTIVE 10

Arrange in order the steps in buying a house.

O State that the buyer is ultimately responsible for the consequences of the buying decision.

O Use *Wise Home Buying* and *"Home Buyer's Vocabulary"* to help define terms often associated with buying a house.

O Obtain and use the following Home Economics Fact Sheets from the county Cooperative Extension office: *Housing Decisions #1 – Thinking of Buying a Home, Housing Decisions #2 – Finding Your Home*, and *Housing Decisions #3 – The Professionals Involved in Buying a Home.*

O Invite a real estate representative to visit the class and lead a class discussion on the proper steps to take when buying or leasing a dwelling.

O Invite a loan officer from a local bank to speak to the class about how to obtain a home loan. Ask the speaker to be prepared to discuss questions such as: "What information does the lender need from the potential homeowner before a loan can be made?" "What are the current lending rates?" "How much can a person expect to pay in interest?"

OBJECTIVE 11

Arrange in order the steps in leasing a house or apartment.

See Objective 10.

OBJECTIVE 12

List points to inspect in a house, apartment, or mobile home.

R Instruct students to complete Assignment Sheet 6 to give them the experience of inspecting a house, apartment, or mobile home.

O Plan a class trip to a local mobile home dealership, realtor-approved open house, or apartment complex to allow students the opportunity to complete Assignment Sheet 6 under supervised conditions.

O Invite a professional housing inspector to visit the class and discuss what he or she looks for when inspecting a dwelling. Ask him or her to give an "oral" inspection of the classroom to emphasize points of discussion.

OBJECTIVE 13 **Calculate a budget for housing. (Assignment Sheet 1)**

R Have students complete Assignment Sheets 1 - 6, if not previously done.

O Create additional Assignment Sheets, if possible, as reinforcement or enrichment activities.

R See the general instructions for all Assignment Sheets.

OBJECTIVE 14 **Investigate community services and regulations. (Assignment Sheet 2)**

See Objective 13.

OBJECTIVE 15 **Investigate utility fees and deposits. (Assignment Sheet 3)**

See Objective 13.

OBJECTIVE 16 **Interpret a lease. (Assignment Sheet 4)**

See Objective 13.

OBJECTIVE 17 **Interpret advertisements for housing. (Assignment Sheet 5)**

See Objective 13.

OBJECTIVE 18 **Inspect a house, apartment, or mobile home. (Assignment Sheet 6)**

See Objective 13.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of competency profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.

OPTIONAL RESOURCES

Publications

- *"Home Buyer's Vocabulary".* Publication No. HUD-383-H(8). Washington, D.C.: United States Department of Housing and Urban Development, 1987.
- *Wise Home Buying.* Publication No. HUD-267-H(2). Washington, D.C.: United States Department of Housing and Urban Development, 1987.

  ☑ **NOTE:** The above publications are for sale by the Superintendent of Documents, U.S.Government Printing Office, Washington, D.C. 20402.

- Herndon, Sue. *Housing Decisions #1 – Thinking of Buying a Home.* Home Economics Fact Sheet No. T-5121. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1981.
- Herndon, Sue. *Housing Decisions #2 – Finding Your Home.* Home Economics Fact Sheet No. T-5122. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1981.
- Herndon, Sue. *Housing Decisions #3 – The Professionals Involved in Buying a Home.* Home Economics Fact Sheet No. T-5123. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1981.

  ☑ **NOTE:** Home Economics Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078-0550, phone 405-744-5385.

UNIT REFERENCES

Publications

- *Adult and Family Living*. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Craig, Hazel Thompson. *Homes with Character*, 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- *Foundations for Living, Volume II*. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- *"Home Buyer's Vocabulary"*. Publication No. HUD-383-H(8). Washington, D.C.: United States Department of Housing and Urban Development, 1987.
- *Housing, Design, and Furnishings*. Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- Kicklighter, Clois E. and Joan C. Kicklighter. *Residential Housing*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992.
- Lewis, Evelyn L. *Housing Decisions*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.
- Sherwood, Ruth F. *Homes: Today and Tomorrow*. Mission Hills, California: Glencoe Publishing Company, 1990.
- *Wise Home Buying*. Publication No. HUD-267-H(2). Washington, D.C.: United States Department of Housing and Urban Development, 1987.

ASSIGNMENT SHEETS

OBJECTIVE 13

Assignment Sheet 1

1. $55,000
2. $58,750
3. $138,125
4. No; $370
5. Yes; $733.33
6. Yes; Their joint net monthly income would allow for $1,078.33 to be spent on housing.
7. $300
8. $220; $880; $880 X 12 months = $10,560 ÷ 60 = $176

OBJECTIVE 14

Assignment Sheet 2

Answers will vary. Instructors may want to investigate local community services and regulations to use as a scoring guide for this Assignment Sheet.

OBJECTIVE 15

Assignment Sheet 3

Answers will vary, but all questions should be addressed. Instructors may want to investigate local community services and regulations to use as a scoring guide for this Assignment Sheet.

OBJECTIVE 16

Assignment Sheet 4

1. $550
2. First day of each month

3. Renter will be charged a 10 percent penalty

4. $275

5. Yes, if the apartment is left in good condition at the end of the lease period of 12 months

6. In the event of an emergency

7. No pets are allowed

8. The renter

9. To be certain the renter has a means to pay the rent

10. November 15, 1994

11. 30 days

OBJECTIVE 17

Assignment Sheet 5

1. Luxury 1-bedroom townhouse, 1 bathroom, fireplace, washing machine and dryer, rent is $420 a month plus the renter pays for utilities. References are required. Shown by appointment only. Phone 555-5555.

2. Rural 3-bedroom, 2-car garage house. Available to rent on January 15. Central air conditioning, ceiling fan, fireplace, appliances included. Rent is $300 a month plus the renter pays for utilities and will be expected to pay a deposit. References are required. Call 555-0000 after 6pm.

3. 2-bedroom, 1 1/2 bathroom apartment. Furnished. Available for rent March 1. Rent is $250 a month plus a deposit. Apartment is located at 11111 West 1st Street. Phone 555-1111.

4. Must sell beautiful 2,000 square foot home. 4 bedrooms, 3 bathrooms, 2-car garage, fireplace, central air conditioning, appliances included. Asking price of $89,000. Listed with Ford Realty, phone 555-5555.

5. Lovely home with new inground swimming pool. 1,700 square foot home with 3 bedrooms, 2 bathrooms, 1-car garage. Located in the Southwoods school district. Shown by appointment only. Asking price of $74,000. Listed with Realty World, phone 555-0000.

OBJECTIVE 18

Assignment Sheet 6

Answers will vary, but all questions should be completed.

WRITTEN TEST

OBJECTIVE 1

List should include any eight (8) of the following:

- Apartment
- Condominium
- Custom-built house
- Duplex
- Factory-built house
- Institutional facility
- Mobile home
- Older house or "preowned" home
- Rent house or rented room
- Townhouse or row house
- Tract house

OBJECTIVE 2

1, 3, 5, 7, 8, 10

OBJECTIVE 3

Answers should include any eight (8) of the following:

- Climate
- Community services available
- Convenience to work, school, social activities
- Family needs, values, and goals
- Housing availability

- Location
- Neighborhood characteristics and trends
- Regional costs of housing
- School districts
- Zoning regulations

OBJECTIVE 4

1. A
2. D
3. D
4. A
5. A
6. A
7. D
8. D
9. D
10. A
11. A
12. D
13. A
14. A
15. A
16. A
17. D
18. D
19. D
20. D
21. D
22. A
23. A
24. A
25. D
26. A
27. D
28. A
29. D
30. D
31. A
32. A

OBJECTIVE 5

1. E
2. N
3. N
4. E
5. E
6. N
7. N
8. E
9. N
10. E
11. N
12. N
13. E
14. E
15. N
16. E
17. E
18. E
19. N
20. E
21. N
22. N

OBJECTIVE 6

Answers should include any four (4) from the renter's list and any five (5) from the owner's list.

Renter

- Monthly rental payment
- Phone installation fees and deposits
- Renter's insurance
- Security deposit
- Upkeep of the interior of the apartment or house
- Utility turn-on fees and monthly bills

Homeowner

- Homeowner's insurance
- Maintenance and upkeep of interior and exterior
- Mortgage payment
- Phone installation fees and deposits
- Property taxes
- Repairs
- Utility turn-on fees and monthly bills

OBJECTIVE 7

Answers should include any ten (10) of the following:

- Address and specific apartment number
- Amount of security deposit required, the conditions which must be met before the deposit is returned, and when it will be returned
- Amount of rent to be paid; where and when it should be paid
- Clause stating that final inspection of the premises will be made in the tenant's presence
- Date of occupation and period of time for which lease is effective
- Description of premises
- Details concerning subletting
- House rules for tenants
- Provision for changing the lease
- Responsibility for utility costs
- Responsibility for maintenance and decorating
- Right of the landlord to inspect premises

- Rules for keeping pets
- Signatures of tenant and landlord

OBJECTIVE 8

Answers should include any five (5) of the following:

- Chamber of Commerce
- Family and friends
- Local housing and shopping publications
- Newspapers
- Real estate agency
- Rental agencies
- Signs posted on premises

OBJECTIVE 9

1. Rent is $600 per month
2. Tenant pays utilities
3. 3 bedrooms, 1½ bathrooms
4. Appliances are included
5. Shown by appointment only
6. Available on November 11
7. Central air conditioning
8. Ceiling fans
9. Dishwasher
10. Deposit is required
11. Fireplace
12. Furnished
13. Garage
14. Laundry facilities
15. Luxury 2-bedroom

16. References are required

17. Square foot

18. Washing machine and dryer

OBJECTIVE 10

1. B
2. E
3. C
4. F
5. I
6. D
7. G
8. H
9. A

OBJECTIVE 11

1. C
2. B
3. E
4. A
5. H
6. G
7. D
8. I
9. F

OBJECTIVE 12

Answers should include any eight (8) of the following:

- Corners – Well-fitted and joined
- Doors and windows – Work easily and provide safety
- Electrical wiring – Safe working condition
- Floor plan – Well laid out with separate areas for living, working, and sleeping
- Floors – Firm and level
- Heating, cooling, and ventilating equipment – Satisfactory and convenient
- Lender's list – Additional points of inspection required by lender
- Lighting – Adequate in all rooms

- Plumbing – Rust-free pipes in good condition, with adequate water pressure and free-flowing drains
- Roof – Leakproof and in good condition
- Walls – Sound and smooth with no cracks

OBJECTIVES 13-18

Evaluated on Assignment Sheets 1-6.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): Housing and Home Furnishings

UNIT NUMBER AND TITLE: 2 — Evaluating Housing Alternatives

TOTAL NUMBER OF TEST QUESTIONS 148

TOTAL NUMBER OF BASIC SKILL QUESTIONS 18

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-8	X
2	1-10	X
3	1-8	U
4	1-32	X
5	1-22	X
6	1-4, 1-5	X
7	1-10	U
8	1-5	X
9	1-18	X
10	1-9	X
11	1-9	X
12	1-8	X

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INSTRUCTOR'S GUIDE

FINANCING HOUSING ALTERNATIVES

3

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources - (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about the unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about financing a home or other housing alternative, using your textbook, reference book, magazines, or other resources.

Writing

R Have students write a one-page essay over financing for housing alternatives. The essay should include a discussion of the factors affecting the cost of each housing alternative, methods of financing, costs involved, and sources of financing.

O Have students give an extemporaneous speech over the focus assignment.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.

O Have students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the Introduction and Evaluation Criteria for the Job Sheet.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.

R Return the completed Job Sheet to the students so that they may use them for later reference if needed.

O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

OBJECTIVE 1

Select from a list factors affecting the cost of a house.

R Lead a class discussion on how each of the listed factors affect the cost of a house.

EXAMPLE:

Availability - Desirable housing in a given area may be limited; therefore, the seller may be able to ask more for an available house.

Design - It takes more material (and therefore more money) to build a durable and/or attractive house than it does to build a poorly-designed house of the same size.

O Obtain a copy of *Answers: the 93 Most Frequently Asked Questions and Answers About Buying or Selling a Home.* Read and review for additional information related to this unit.

O Ask each student to discuss factors he or she would be willing to pay extra for if purchasing a house. Take this opportunity to lead a class discussion on individual values and goals and how they affect housing choices.

OBJECTIVE 2

Distinguish between the standard closing costs of a home buyer and a home seller.

R Give students examples of house prices and ask them to calculate how much a person selling a house can expect to pay a real estate agent if he or she handles the sale. While the realtor's fee is usually 6% of the selling price, it may be helpful to obtain information on local realtor's fees for accurate area differences.

O Invite a real estate agent to visit the class and discuss what each fee listed in Objective 2 actually covers, and what the average cost for each fee might be.

OBJECTIVE 3

List factors influencing the ability to pay for housing.

R Lead a class discussion based on factors influencing the ability to pay for housing. Ask students for discussion input on "how" each factor influences the ability to pay.

O Hand out and discuss *Balancing Your Housing Needs and Resources.*

O Lead a class discussion about what income level would be needed to afford the type housing students might want to have when they become adults. Ask students, "Would a college education be required to reach that level of income?" "Could a minimum wage income pay for the kind of housing desired?"

OBJECTIVE 4

Select from a list factors used by lenders in determining qualifications for a housing loan.

R Inform students that qualification ratios vary and whether one qualifies for a home mortgage may depend on the type of loan.

R Inform students that the condition of the property to be purchased is examined by the lending institution to determine if, the loan amount requested equals the lender's estimation of the property value.

R Define "debt ratio" and give examples.

O Invite a bank loan officer to visit the class to discuss qualifications for loans, payment methods, and credit histories. Ask the bank loan officer to bring an example of a credit history to show students.

O Obtain from a bank or loan company a chart which compares total cost of housing with rate of interest and years of loan.

☑ **NOTE:** This information may also be found in *Answers: The 93 Most Frequently Asked Questions and Answers About Buying or Selling a Home.*

O Explain to students that laws regarding purchasing houses vary among states and that it is important to be aware of state laws and restrictions. Give examples of state laws.

OBJECTIVE 5

Distinguish among types of mortgages.

O Use computer programs and spreadsheets to compare various mortgages, interest rates, mortgage lengths, mortgage terms, and amortization schedules.

O Discuss with the class why it is important to study the different kinds of home mortgages and where they can be obtained.

O Lead a class discussion on second mortgages and when a buyer might need a second mortgage.

O For additional information, make *Alternative Mortgages* and *Housing Decision #4: Home Financing* available to students.

OBJECTIVE 6

List sources of mortgage loans.

See Objective 5.

OBJECTIVE 7

Identify items commonly covered under a homeowner's and renter's standard insurance policy.

R Instruct students to complete Assignment Sheet 1.

O Invite an insurance agent to visit the class and discuss the different forms of insurance and how to determine one's insurance needs. If an agent is unavailable, obtain copies of insurance policies and published information from various local insurance companies. Distribute the material and discuss the policy differences with the class.

O Supplement the objective with information on the differences in the standard, broad, and comprehensive forms of insurance.

☑ **NOTE:** *Insurance for the Home* is a publication prepared by the Insurance Information Institute and covers the different forms of insurance. To obtain a copy of this publication, call the Insurance Information Institute. See the "Optional Resources" section.

OBJECTIVE 8

State guidelines for estimating a budget for housing.

R Instruct students to complete Assignment Sheet 2.

R Instruct students to complete Assignment Sheet 3.

O Prepare a bulletin board outlining how to estimate a budget for housing.

OBJECTIVE 9

Discuss in writing the impact of the economy on housing construction and costs.

R Lead a class discussion on the impact of the economy on housing construction and costs.

O Ask students to read current newspapers and magazines and look for articles concerning the national economy and how it is affecting the housing industry. Ask students to share their findings with the class.

OBJECTIVE 10

Interpret insurance coverage. (Assignment Sheet 1)

R Have students complete Assignment Sheets 1 through 3, if not previously done.

R See the general instructions for Assignment Sheets.

O Create additional Assignment Sheets, if possible, as reinforcement or enrichment activities.

OBJECTIVE 11

Compute monthly and yearly mortgage payments. (Assignment Sheet 2)

See Objective 10.

R Provide additional scenarios that illustrate costs over a 20-year and 30-year period. Discuss ways in which the principal can be paid earlier (monthly) to reduce the number of payments. Ask students to calculate the difference between the principal and interest payments over the life of each loan.

OBJECTIVE 12

Calculate housing finances and budget. (Assignment Sheet 3)

See Objective 10.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the Focus Assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on the Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of competency profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

OPTIONAL RESOURCES

Publications

- *Answers: The 93 Most Frequently Asked Questions and Answers About Buying or Selling a Home.* Electronic Realty Associates, L.P., 1992.

  ☑ **NOTE:** To obtain a copy of this publication, write to: Information Services, ERA Electronic Realty Associates, L.P., Box 2974, Shawnee Mission, Kansas 66201-9862, or call 913-491-1000 or 800-TO ASK ERA.

- Herndon, Sue and Carl Hall. *Alternative Mortgages.* Home Economics Fact Sheet No. T-5124. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, n.d.

  ☑ **NOTE:** Home Economics Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078-0550, phone 405-744-5385.

- Herndon, Sue. *Housing Decisions #4 -- Home Financing.* Home Economics Fact Sheet No. T-5125. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1981.
- *Insurance for the Home.* New York: Insurance Information Institute, n.d.

  ☑ **NOTE:** This and other insurance related publications are available from the Insurance Information Institute by calling 800-942-4242.

- Ziebarth, Ann. *Balancing Your Housing Needs and Resources.* Home Economics Fact Sheet No. T-4208. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1984.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Craig, Hazel Thompson. *Homes with Character*, 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- *Foundations for Living, Volume II.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- *Housing, Design, and Furnishings.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- Kicklighter, Clois E. and Joan C. Kicklighter. *Residential Housing.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992.
- Lang, Larry R. and Thomas H. Gillespie. *Strategy for Personal Finance*, 2nd ed. New York: McGraw-Hill, 1981.
- Lewis, Evelyn L. *Housing Decisions.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.
- Sherwood, Ruth F. *Homes: Today and Tomorrow.* Mission Hills, California: Glencoe Publishing Company, 1990.
- *Wise Home Buying.* Publication No. HUD-267-H(2). Washington, D.C.: United States Department of Housing and Urban Development, 1987.

ASSIGNMENT SHEETS

OBJECTIVE 10

Assignment Sheet 1

1. Yes
2. No
3. Yes
4. No
5. Yes

OBJECTIVE 11

Assignment Sheet 2

1. a. $30,000.00
   b. $2,500.00
   c. $833.33
   d. $400.00
   e. $433.33
   f. $5,199.96
2. a. $45,000.00
   b. $3,750.00
   c. $1,250.00
   d. $350.00
   e. $900.00 Note that this amount does not take into account expenses for food, etc.
   f. $10,800.00

OBJECTIVE 12

Assignment Sheet 3

Answers will vary, but the occupation chosen should provide an annual net income of at least $32,400 (to equal $900 per month to cover housing expenses, which is one-third of the income allotted for this expense).

If the student's chosen occupation does not net $32,400, he or she should attach an advertisement for a house or apartment that does fit his or her budget. The student's fixed expenses section should be adjusted accordingly.

WRITTEN TEST

OBJECTIVE 1

1, 3, 4, 5, 6, 8, 11, 12, 14

OBJECTIVE 2

1. B
2. B
3. B
4. S, B
5. B
6. B
7. B
8. B
9. B
10. B
11. B
12. S
13. S
14. S, B
15. S
16. B
17. B
18. B

OBJECTIVE 3

- Buyer's income
- Cash reserve
- Scale of preference
- Income stability

OBJECTIVE 4

2, 5, 6, 8, 9, 10

OBJECTIVE 5

1. E
2. B
3. C
4. H
5. D
6. A
7. F
8. G

OBJECTIVE 6

Answers should include any five of the following:

- Commercial banks
- Credit unions
- Insurance companies
- Mortgage bankers
- Relatives/individuals
- Savings banks
- Savings-and-loan associations

OBJECTIVE 7

1, 3, 5, 7, 10, 12, 13, 14, 16, 17, 20

OBJECTIVE 8

Answers should include any five of the following:

- Estimate regular available income
- Define fixed expenses
- Define flexible expenses
- Develop a worksheet to record expenses
- Calculate the difference between net income and expenses
- Control expenses using the budget as a guide
- Re-evaluate goals and revise the budget periodically

OBJECTIVE 9

Answers will vary but should reflect the following information:

In the United States, there are three main categories of economic levels in which people live. These categories are determined by the amount of money they have available to spend. Housing choices are greatly affected by one's economic level, which is determined in large part by the national economy.

A poorly-constructed house can cost an individual a great deal in repairs, remodeling, and energy bills, but may be the most affordable choice a **low-income** family can make.

Middle-income families are the largest group in the United States, but in a poor economy where incomes do not grow as quickly as house prices, even an average-income family may find it quite difficult to buy a house.

In contrast, those families who are in the **upper-income** level are able to live in the most desirable locations and buy larger homes.

OBJECTIVES 10-12

Evaluated on Assignment Sheets 1-3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): Housing and Home Furnishings

UNIT NUMBER AND TITLE: 3 – Financing Housing Alternatives

TOTAL NUMBER OF TEST QUESTIONS 86

TOTAL NUMBER OF BASIC SKILL QUESTIONS 71

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-15	X
2	1-18	U
3	1-4	U
4	1-10	U
5	1-8	U
6	1-5	U
7	1-20	U
8	1-5	U
9	1	U

INSTRUCTOR'S GUIDE

APPLYING ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

4

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources - (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about the unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about elements and principles of interior design, using your textbook, reference book, magazines, or other resources.

Writing

R Have students write a one-page essay over the information read. The essay should provide an overview of the text information.

O Have students give an extemporaneous speech over the focus assignment.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.

O Have students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the Introduction and Evaluation Criteria for the Job Sheet.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.

R Return the completed Job Sheet to the students so that they may use them for later reference if needed.

O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

OBJECTIVE 1

Match the elements of design with their descriptions.

R Well in advance of beginning this unit, the instructor and students will need to begin "collecting" useful decorating items. A group effort should be made to collect old housing magazines; wallpaper, fabric, carpet, wood, and paint samples; and other decorating samples to use in classroom demonstrations and Assignment Sheet activities. Instructors may want to advertise in local newspapers for donated items.

R Provide wallpaper pattern samples to use as class examples of how the elements of design are used.

R Inform students that lines combine to make forms, and forms fill space. A room is more interesting when different forms and lines are combined.

O Select illustrations of rooms that appear spacious. Select illustrations of other rooms that do not appear spacious. Ask students:

- How does the use of furnishings and accessories create a feeling of space or lack of space?
- Does the size of a piece of furniture affect the spaciousness of a room?
- What elements were used to make the room seem open?
- Using the elements of design, what could be done to make better designs?

O For additional information and support, invite a resource person from the school's art department to visit the class and discuss the elements and principles of design, especially the uses of color and texture.

O Have students look through wallpaper sample books and select examples with designs that represent the various elements of design. Discuss the selections in class.

O Ask each student to select a magazine clipping showing a room design that is appealing to him or her. Prepare a bulletin board using the students' examples. Throughout the unit, refer to the pictures that exhibit the various elements and principles of design.

OBJECTIVE 2

Discuss the effects of design elements.

See Objective 1.

OBJECTIVE 3

Define color characteristics.

R Obtain and distribute *Grumbacher Color Computers* for students to use as guides when discussing color characteristics.

R Refer to textbooks or other resources to show students examples of color value scales before they begin Assignment Sheet activities.

R Instruct students to complete Assignment Sheet 1. You will need to have gathered the following materials for students to complete this assignment:

- Poster paint, water colors, or acrylic paint in pure colors as well as in black and white
- Paintbrushes
- Wax paper or paper plates to use as palettes
- Cups of water to wash brushes
- Plastic knives, cotton swabs, or palette knives for mixing paints on palettes

☑ **NOTE:** You may want to provide students with white art paper or poster board to use when painting color value scales.

O Ask the school's art instructor to visit the class and give instruction and assistance while students work on Assignment Sheet 1.

OBJECTIVE 4

Identify warm, cool, and neutral colors.

R When discussing neutral colors, inform students that *white* is actually totally absent of color, *black* is a mixture of all colors, and *gray* is a combination of black and white.

R Lead a class discussion on the effects of color. Ask students to identify the feelings or perceptions they associate with various colors.

EXAMPLES:

- Black – Dramatic, sophisticated
- Green – Refreshing, color of nature
- Violet – Dignity, royalty, mystery
- Yellow – Cheerful, friendly, happy

O Ask students to brainstorm ideas about where it might be important to choose room or setting color with care.

EXAMPLE: A doctor's office probably would *not* use red or orange as the primary color of the color scheme. A calming, soothing color would be more appropriate.

OBJECTIVE 5 **Describe the effects of color.**

See Objective 4.

OBJECTIVE 6 **Distinguish among types of color schemes.**

O Obtain *Grumbacher Color Computers* for students to use when discussing color schemes. Ask each student to use the color wheel to find and demonstrate to the class an example color scheme.

O Lay out a variety of wallpaper and paint chip samples. Allow each student to select various samples that would create a pleasing color scheme. Ask students to share their scheme choices with the class.

O Hand out and discuss *Using Color in Your Home.*

OBJECTIVE 7 **Select from a list factors in planning a color scheme.**

See Objective 6.

OBJECTIVE 8 **Describe the effects of light and texture on colors.**

R Instruct students to complete Assignment Sheet 2.

R Instruct students to complete Assignment Sheet 3. You should encourage creative and individual application of the unit information as students generate ways to create and demonstrate color schemes.

O You may want to refer to *Foundations for Living,* Volume II, Unit F-II, Assignment Sheet 1 as a supplemental activity for students to evaluate the uses of the elements of design.

O Ask students to look through various housing and/or landscaping magazines and identify photographs showing design elements. Ask students to share their findings with the class and discuss the appropriate or inappropriate uses of the elements of design.

O Explain how texture can add variety and interest to fabrics and furnishings. Show examples of various textured materials. Lead a class discussion on the uses of texture in interior design.

OBJECTIVE 9

Discuss the importance of design principles.

R Discuss how each person has his or her own concept of what constitutes "beauty." However, when design elements are used according to the principles of design, the results will appear pleasing to most people.

R When discussing appropriateness, explain that furnishings should be appropriate for their specific *functions*; appropriate for the *personality* of the homeowner's family; and appropriate for the family's *lifestyle, needs, and wants.*

OBJECTIVE 10

Distinguish among the principles of design.

R Provide students with a variety of housing magazines. Ask each student to identify a photograph that demonstrates the proper use of one or more design principles. Have each student share his or her findings with the class.

R Instruct students to complete Assignment Sheet 4.

O Refer to *Foundations for Living*, Volume II, Unit F-II, Objectives 5 and 6 for additional information and examples of balance and rhythm, and Supplement 2 for examples of proportion. Make copies of information for students as needed.

O Refer to *Foundations for Living*, Volume II, Unit F-II, Assignment Sheet 2 as a supplemental activity for students to identify the uses of each design principle.

O Ask students, "Where and how are the elements and principles of design used in places *other* than homes?"

EXAMPLES: Landscaping, clothing, shopping malls, meal preparation

OBJECTIVE 11 **Identify methods of achieving design principles.**

See Objective 10.

OBJECTIVE 12 **Create a color value scale. (Assignment Sheet 1)**

R Have students complete Assignment Sheets 1-4, if not previously done.

R See the general instructions for all Assignment Sheets.

O Create additional Assignment Sheets, if possible, as reinforcement or enrichment activities.

OBJECTIVE 13 **Evaluate the use of design elements. (Assignment Sheet 2)**

See Objective 12.

R Select a color drawing or photograph that all students can use to complete Assignment Sheet 2.

OBJECTIVE 14 **Create color schemes. (Assignment Sheet 3)**

See Objective 12.

OBJECTIVE 15 **Evaluate the application of design principles. (Assignment Sheet 4)**

See Objective 12.

EVALUATION **Pretest**

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the Focus Assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of competency profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.

OPTIONAL RESOURCES

Publications

- Drummond, Sarah E. and Asha Hegde. *Using Color in Your Home.* Fact Sheet No. T-7603. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, n.d.

  ☑ **NOTE:** Home Economics Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078-0550, phone 405-744-5385.

Other Media

- *Grumbacher Color Computer*

  ☑ **NOTE:** The *Grumbacher Color Computer* is available for purchase from the Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West 7th Avenue, Stillwater, Oklahoma 74074-4364, or by calling 800-522-5810 in Oklahoma. Out-of-state teachers may call 800-654-4502.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Craig, Hazel Thompson. *Homes with Character*, 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- *Foundations for Living*, Volume II. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.

- *Housing, Design, and Furnishings.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- *Interior Design.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- Kicklighter, Clois E. and Joan C. Kicklighter. *Residential Housing.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992.
- Lewis, Evelyn L. *Housing Decisions.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.
- Sherwood, Ruth F. *Homes: Today and Tomorrow.* Mission Hills, California: Glencoe Publishing Company, 1990.

ASSIGNMENT SHEETS

OBJECTIVE 12

Assignment Sheet 1

Color and presentation of each color value scale will be different. However, each student must complete a value scale and appropriately use white and black to produce tints and shades of a pure color.

OBJECTIVE 13

Assignment Sheet 2

Answers will vary depending on example room evaluated.

OBJECTIVE 14

Assignment Sheet 3

Each Assignment Sheet will vary in size, presentation, and color choices. However, each must include the following:

- Each color scheme used must be appropriately identified and explained *in writing.*
- Color samples (ie. paint chips, wallpaper samples, etc.) must be included and a description of how and/or where each will be used explained.

OBJECTIVE 15

Assignment Sheet 4

Answers will vary but may include the following points:

1. The furnishings are asymmetrically balanced with end tables on both sides of the couch.
2. The large painting creates a point of emphasis.
3. There appears to be a well-proportioned relationship between the size of the couch and the painting above it.

4. The circular patterns and curved lines of the furniture provide a sense of rhythm.

5. Answers will vary.

WRITTEN TEST

OBJECTIVE 1

1. A
2. E
3. A
4. H
5. G

OBJECTIVE 2

- Color sets moods, creates illusions, and adds unity and focus.

- Form relates to the "shape" of solid objects.

- Line gives direction and causes the eye to move from left to right, up and down, or diagonally.

- Space affects the way a room "feels" by filling it or leaving it open.

- Texture creates interest and variety by appealing to the senses of touch and sight.

OBJECTIVE 3

1. Hue – The name of the color; the characteristics that make one color different from another color

2. Intensity – The brightness or dullness of a color; may be lowered by adding some of its *complement*.

3. Value – The lightness or darkness of a hue; can be made lighter by adding white, which produces a *tint*; can be made darker by adding black, which produces a *shade*.

OBJECTIVE 4

1. N
2. C
3. N
4. C
5. W
6. W
7. C
8. N
9. W

OBJECTIVE 5

Answers will vary, but should include the following points:

- Even though the actual *temperature* throughout a house may be the same, areas or rooms may *seem* warmer or cooler simply by the colors used in decorating.
- *Spaciousness* is also affected by the use of color. Warm colors are perceived as "advancing colors" that make objects appear closer or larger than they actually are. Cool colors make objects appear to be "receding" or smaller and farther away.
- Colors can affect the *mood* of a room. Warm colors make a room seem cozy and cheerful, while cool colors calm emotions and present a feeling of restfulness and peace.

OBJECTIVE 6

1. G
2. K
3. A
4. C
5. J
6. I
7. D

OBJECTIVE 7

2, 3, 5, 6, 9, 10, 11

OBJECTIVE 8

Answers will vary, but should include the following points:

- Texture describes how a surface feels to the touch or how it looks like it would feel. The illusion of texture can be created by using patterns or colors and light.
- Smooth surfaces reflect light, making smooth surfaces appear lighter and brighter. Rough surfaces absorb light, making them appear darker and less intense.

OBJECTIVE 9

Answers will vary, but should include the following points:

The principles of design are guidelines to follow when working with the elements. When one understands the principles of design, the elements can be used successfully. The principles provide guidelines for achieving beauty, appropriateness, and unity with variation in home decorating, furnishings, and landscaping.

OBJECTIVE 10

1. B
2. D
3. C
4. A
5. B
6. A
7. C
8. d

OBJECTIVE 11

1. D
2. B
3. A
4. E

OBJECTIVES 12-15

Evaluated on Assignment Sheets 1-4.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): Housing and Home Furnishings

UNIT NUMBER AND TITLE: 4 — Applying Elements and Principles

TOTAL NUMBER OF TEST QUESTIONS 52

TOTAL NUMBER OF BASIC SKILL QUESTIONS 14

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-4	S
1	5	X
2	1-5	X
3	1-3	S
4	1-4	X
5	1	X
6	1-7	S
7	1-12	X
8	1-2	X
9	1	X
10	1-8	X
11	1-4	X

INSTRUCTOR'S GUIDE

ARRANGING INTERIOR SPACES

5

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
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FOCUS ASSIGNMENTS

Prereading

R Have students read about the arrangement of interior spaces, using your textbook, reference book, magazines, or other resources.

Writing

R Have students write a one-page essay over the information read. The essay should provide an overview of the text information.

O Have students give an extemporaneous speech over the focus assignment.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.

O Have students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the Introduction and Evaluation Criteria for the Job Sheet.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.

R Return the completed Job Sheet to the students so that they may use them for later reference if needed.

O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

OBJECTIVE 1

Identify factors influencing the planning of interior spaces.

R Lead a class discussion focusing on how interior spaces must be designed to provide barrier-free living to meet the special needs of occupants and visitors. Ask students to give examples of how one might plan a barrier-free living space.

EXAMPLE: Make all areas wheelchair accessible.

O Ask students to brainstorm and identify ways their own homes have been planned or influenced by outside factors.

O Discuss the Americans with Disabilities Act.

OBJECTIVE 2

List the multiple functions for which interior spaces must provide.

R Lead a class discussion based on planning each room with its purpose and/or function in mind. When arranging or planning a room, one must consider how each room will be used and by whom it will be used.

O Ask students to identify the rooms that would meet the various functions of living.

EXAMPLES: Cooking – Kitchen
Eating – Dining room
Socializing – Den

OBJECTIVE 3

Select from a list basic principles for arranging interior spaces.

R Lead a class discussion on how the elements and principles of design relate specifically to interior space usage. Refer students to Unit 4, "Applying Elements and Principles of Interior Design," for a review of the elements and principles of design.

R Emphasize the elements and principles of design by discussing how they apply to the arrangement of interior spaces.

EXAMPLES: Furniture should be arranged to give a room a sense of balance by visual weight. Create a focal point in the arrangement.

R Provide students with additional information about "work triangles." Ask students to identify three pieces of furniture in a work triangle. Lead a class discussion about why the work triangle is an efficient kitchen arrangement.

O Use *Kitchens* as a useful handout for additional information.

O Using photos from housing magazines and furniture promotional flyers, prepare a bulletin board of various rooms in houses. Lead a class discussion about the arrangement of furniture in each room. Ask students to discuss how effective each arrangement is. Are any of the rooms arranged for ease of conversation? Are doors, windows, and electrical sockets easily accessible? Were the guidelines discussed in the objective followed in the photo examples?

OBJECTIVE 4

Explain considerations useful in conserving energy.

R Lead a class discussion on why it is important to conserve energy in the home.

R Instruct students to complete Assignment Sheet 1. Students should apply the information covered in this unit, previously completed units, as well as assigned text readings.

O Hand out and discuss *Furnish to Conserve Energy* to reinforce the information presented in this objective.

O Invite a resource person, such as the local Cooperative Extension Service home economist, to visit the class and present additional information on how furnishing choices can conserve energy.

OBJECTIVE 5

List options for organizing storage areas.

R Ask students to share their ideas on why it is necessary to plan storage areas. What difference does it make if storage areas are organized?

R Refer to text readings for additional information on planning storage space. Ask students to discuss what they learned in their readings about storage and storage planning.

R Instruct students to complete Assignment Sheet 2. Alternate suggestions to completing this assignment might include encouraging those students who enjoy drawing to sketch the storage area to be reorganized, drawing both "before" and "after" sketches. Another option might be to have students select various areas of storage in the classroom to be reorganized for Assignment Sheet completion. If the resources are available, encourage students to take "before" and "after" photos of their chosen storage areas.

R Instruct students to complete Assignment Sheet 3.

☑ **NOTE:** If students would prefer to draw larger floor plans, encourage them to do so. Remind students that all furniture templates must be redrawn to scale.

O Lead a class discussion about the various types of storage units and the advantages and disadvantages of each.

EXAMPLES: Freestanding, portable, modular

O Lead a class discussion on the changing storage needs families experience. How would storage needs differ among high school students, college students, newly-married couples, couples with children, and retired couples? Ask students to speculate on ways storage needs change.

O Display pictures of ways storage needs might be met. Discuss the various options with the class.

O Lead a class brainstorm session to identify inexpensive or free storage containers. Bring an example to share with the class, then ask each student to bring an example or explain an unusual or efficient storage space-saver idea with the class.

O Arrange for students to plan a community service project by donating to local charities items discarded during the process of reorganizing closets and storage areas.

O Present information on Computer-Aided Design (CAD), which is used to provide a floor plan on a computer screen. If accessible, plan a field trip to an available resource location for a demonstration, or invite a resource person to visit the class and present a CAD software demonstration.

OBJECTIVE 6 **Distinguish among kitchen layouts.**

R Show transparencies to illustrate each kitchen layout.

R Ask students to identify the work triangle in each layout.

O Find illustrations of the different layouts in magazines. Show these illustrations to supplement the transparencies.

OBJECTIVE 7

List methods of separating interior spaces.

R Discuss with students the ways in which each method acts to separate an interior space.

OBJECTIVE 8

State guidelines for planning traffic patterns.

R Discuss the importance of each guideline.

O Draw sample diagrams of rooms and traffic patterns. Use a chalkboard or flipchart. Ask students to discuss the advantages and disadvantages of each sample.

OBJECTIVE 9

List options for extending interior space.

R Give examples of each option.

O Ask students to search for examples of different options in magazines and to present their findings to the class.

OBJECTIVE 10

Evaluate the arrangement of interior spaces. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 11

Reorganize a closet or storage area. (Assignment Sheet 2)

See Objective 10.

OBJECTIVE 12

Arrange a living area. (Assignment Sheet 3)

See Objective 10.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of competency profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.

OPTIONAL RESOURCES

Publications

- Herndon, Sue. *Kitchens.* Home Economics Fact Sheet No. T-5125. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1984.
- Dellenbarger, Ann. *Furnish to Conserve Energy.* Home Economics Fact Sheet No. 304. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1984.

☑ **NOTE:** Home Economics Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078-0550, phone 405-744-5385.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Craig, Hazel Thompson. *Homes with Character*, 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- Dellenbarger, Ann. *Furnish to Conserve Energy.* Fact Sheet No. EV-304. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1984.
- *Foundations for Living, Volume II.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- Hepler, Donald E. *Interior Design Fundamentals.* New York: McGraw-Hill, Inc., 1983.
- *Housing, Design, and Furnishings.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- *Interior Design.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.

- Kicklighter, Clois E. and Joan C. Kicklighter. *Residential Housing*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992.

- Lewis, Evelyn L. *Housing Decisions*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.

- Sherwood, Ruth F. *Homes: Today and Tomorrow*. Mission Hills, California: Glencoe Publishing Company, 1990.

ASSIGNMENT SHEETS

OBJECTIVE 10

Assignment Sheet 1

Part 1

1. Answers will vary, but *may* include information such as:
    - The occupants exhibit an interest in Native American culture and heritage.
    - The wheelchair ramp is provided to meet the special needs of occupants and/or guests.
2. Answers will vary, but *may* include information such as:
    - Leisure
    - Socializing
3. Answers will vary, but *may* include information such as:
    - The large furniture size works well with the amount of space available in the room.
    - Traffic lanes are open for easy movement.
4. Answers will vary, but *may* include information such as:
    - The fireplace creates a feeling of warmth.
    - Cozy furniture placement, away from outside windows, provides a feeling of warmth.
    - Chairs have cushioned arms, which provide warmth.

5. Answers will vary, but *may* include information such as:
   - Cushions add form by adding depth to the chairs.
   - Line and a sense of movement is evident in ceiling beams, on the furniture construction design, in the flooring, and in the use of patterned fabrics.
   - High ceilings and generous placement of furniture adds a feeling of spaciousness.
   - The rough texture of the materials used and bold use of patterns provides surface structure.
6. Answers will vary, but *may* include information such as:
   - The balanced placement of furniture and wall decorations provide a feeling of equilibrium in the room.
   - A point of interest and emphasis is achieved by the unique fireplace.
   - Proportion is achieved by the accurate use of scale and placement of objects at a distance from one another.
   - Rhythm is achieved through the repetition of lines and shapes in the ceiling, the throw rug, and the strings on the large drum-shaped table.

Part 2

Answers will vary, but should indicate appropriate use of the unit information, as well as the elements and principles of design.

OBJECTIVE 11

Assignment Sheet 2

Answers will vary, however the following guidelines should be followed by all students:

1. A closet or storage area that needs to be reorganized should be identified.
2. A picture or explanation of the way the closet or storage area is organized should be provided for evaluation.
3. A written plan of how each student proposes to reorganize the storage area should be provided for evaluation.

4. The student must then apply the proposed plan by reorganizing the identified closet or storage area.

5. A written explanation of what was done to improve the storage area, as well as a description of any problems encounter should be turned in to the instructor for evaluation.

OBJECTIVE 12

Assignment Sheet 3

Answers will vary. The instructor should look for the appropriate use of the information presented in the unit and previous units. Specific guidelines on which to grade include:

- Accessories were added to serve as a means of personalizing the interior.
- Adequate space was provided for opening doors, windows, and drawers.
- Basic guidelines for furniture arrangement were followed.
- Common architectural symbols were used.
- Guidelines for placement of interior accessories were followed.
- The elements and principles of design were applied.
- Traffic lanes were used appropriately.
- Space requirements were followed.
- Vents and electrical outlets were left accessible.
- Ways to furnish to conserve energy were considered.

WRITTEN TEST

OBJECTIVE 1

1, 4, 5, 8, 10, 11

OBJECTIVE 2

Answers may include any ten of the following:

- Cleanliness/grooming
- Cooking
- Dressing
- Eating
- Leisure/recreation
- Playing
- Privacy
- Reading/studying
- Sleeping
- Socializing
- Working

OBJECTIVE 3

3, 4, 6, 8, 9, 10, 12, 13, 15, 16, 17, 18

OBJECTIVE 4

Answers may vary but should include a discussion on each of the following four areas:

- **Color** – Color affects the sensations of warm and cold. Warm hues such as red, yellow, and orange are associated with fire and sunshine. Cool hues such as blue, purple, and green are associated with water. Colors can also add brightness to dark areas of a room and reduce lighting needs. Light colors reflect light, making areas brighter, while dark colors absorb light, making areas darker.

- **Floor coverings** – Carpets are warmer to the touch and offer more insulation than tile or wood floor coverings. In addition, the thicker and denser the carpet, the greater the insulation value.

- **Furniture placement** – Grouping furniture in cozy arrangements, especially around a fireplace, will add psychological and physical warmth. Placing furniture pieces away from outside windows and walls will also add warmth.

- **Types of furnishings** – Chairs with arms are warmer than open-arm chairs because they give protection from drafts. Wood, baskets, dried flowers, and candles all bring feelings of warmth to a room. Textured wallpaper and furniture with a nubby texture also add warmth. In contrast, white wicker, glass, chrome, and plastic provide cool feelings.

OBJECTIVE 5

Answers should include any five of the following in any order:

- Buy and use closet organizers, hangers, and garment bags.
- Convert unused spaces in the home for storage needs; add drawers, racks, and shelves as needed.
- Make good use of available space by putting items away carefully and in order.
- Store articles that are used daily or weekly in or near the rooms where they will be used.
- Store seasonal items in more permanent, general storage areas.
- Take time to sort through stored items and discard those items that are no longer useful.
- Widen doors on closets so they are large enough to allow for easy accessibility.

OBJECTIVE 6

1. C
2. S
3. S
4. U
5. L
6. L
7. L
8. S
9. L
10. U
11. C

OBJECTIVE 7

In any order:

- Location of areas
- Arrangement of furniture
- Use of freestanding dividers
- Structural improvements

OBJECTIVE 8

1. Choose the safest and most direct traffic patterns.
2. Separate traffic patterns leading to private or quiet areas from those leading to other areas.
3. Avoid traffic patterns which divide a room, cross a work triangle, or otherwise disrupt activities.

4. Locate traffic patterns away from any hazardous work area or areas where tripping or falling hazards could be created.

5. Plan traffic patterns so that they will not be blocked by furniture or opened doors.

OBJECTIVE 9

Extending Space – any four (4) of the following:

- Apply closet organizers, hangers, and garment bags.
- Adapt unused spaces for storage; add drawers, racks, and shelves as needed.
- Put items away carefully and in order.
- Sort through stored items and discard those no longer needed.
- Store frequently-used items in or near the places where they are used.
- Store seasonal items in more remote or general storage areas.

Creating the Illusion of Space – any five (5) of the following:

- Hang mirrors, mirrored tiles, or mirror strips on walls.
- Repeat a color or texture within a room.
- Choose light colors for walls, floors, and furnishings.
- Apply the same floor covering throughout a room.
- Choose floor coverings closely matching wall colors.
- Open the space as much as possible.
- Use more lighting – sunlight or artificial.

OBJECTIVES 10-12

Evaluated on Assignment Sheets 1-3.

Page 1 of 1

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): Housing and Home Furnishings

UNIT NUMBER AND TITLE: 5 — Arranging Interior Spaces

TOTAL NUMBER OF TEST QUESTIONS 76

TOTAL NUMBER OF BASIC SKILL QUESTIONS 0

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-11	X
2	1-9	X
3	1-18	X
4	1-4	X
5	1-5	X
6	1-11	X
7	1-4	X
8	1-5	X
9	1-4, 1-5	X

INSTRUCTOR'S GUIDE

DESIGNING INTERIOR BACKGROUNDS

6

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources - (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about the unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about interior backgrounds, using your textbook, reference book, magazines, or other resources.

Writing

R Have students write a one-page essay over the information read. The essay should cover the different types of interior backgrounds and how each contributes to interior design. It should also examine trends in the use of each background element.

O Have students give an extemporaneous speech over the focus assignment.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.

O Have students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the Introduction and Evaluation Criteria for the Job Sheet.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.

R Return the completed Job Sheet to the students so that they may use them for later reference if needed.

O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

OBJECTIVE 1

Explain the importance of backgrounds.

R Lead a class discussion based on the objective information. Ask students questions such as, "How does the amount of available light affect backgrounds?"

O Provide students with housing magazines and furniture sales bulletins. Ask students to look through the publications and identify how backgrounds have been used to add to the overall look of the pictured room. Have students share their findings with the class. Lead a class discussion based on their observations.

O Prepare a bulletin board which exhibits and identifies the various styles and types of wall, floor, ceiling, and window treatments.

OBJECTIVE 2

List considerations for selecting interior backgrounds.

See Objective 1.

OBJECTIVE 3

Distinguish among the functions of interior backgrounds.

R Using pictures or photos of rooms from magazines, lead a class discussion on the various functions of backgrounds illustrated in the examples.

O Instruct students to select pictures of rooms that exemplify the various functions of backgrounds. Ask students to share their findings with the class.

OBJECTIVE 4

Describe types of wall treatments.

R Lead a class discussion based on the various types of wall treatments. Discuss when and where the various types of treatments may be used. When would certain types of treatments not be practical for use?

O Either provide wall treatment samples for the class to look at, *or* ask students to bring small samples or pictures of rooms where the various wall treatments have been used. Discuss the practicality and costs of the various treatments.

O Have each student select a room (either at his or her own home, or a friend or relative's home) that needs a new wall treatment. Ask each student to write a short paragraph describing the room. Then students should plan a wall treatment that will meet the needs and demands of the room. Students should state in writing the factors that were considered in their choices.

OBJECTIVE 5

Distinguish among types of paint.

R Lead a class discussion on the importance of using a *primer* before applying paint to any new surface. Explain how a primer will help prepare a surface for paint and help it to remain durable and hold color.

R Instruct students to complete Assignment Sheet 1.

O Invite a resource person to visit the class and discuss the various types of paint, how to estimate paint needs, how the various types of paint are applied, and the advantages and disadvantages of each. Ask him or her to share information on cleaning paint brushes and equipment.

OBJECTIVE 6

State the uses for types of paint finishes.

See Objective 5.

OBJECTIVE 7

Match types of floor treatments to their descriptions.

R Obtain samples or ask students to bring samples of each floor type for class demonstration purposes.

R Teach students how to calculate approximate costs of floor materials. This formula does not allow for waste. To calculate, follow these steps:

1. Measure all four sides of the room.
2. Multiply the *greatest length* by the *greatest width* to get the maximum number of square feet.
3. Divide the total number of square feet by nine (the number of feet in a square yard) to determine the number of square yards of floor material.
4. Multiply the number of square yards by the price per square yard to find the approximate cost.

☑ **NOTE:** Find costs of installation and padding and add them to the total to obtain a more accurate cost estimate.

O Invite a resource person to visit the class and discuss the various types of floor treatments, their uses and durability, and costs.

OBJECTIVE 8 **Identify common window designs.**

R Show Transparency Master 1.

R Using a window in the classroom, demonstrate how to measure for window treatments.

R Instruct students to complete Assignment Sheet 2.

☑ **NOTE:** You may want to identify the windows (such as those in the classroom) which the students are to measure. This would allow you the opportunity to be certain measurements were taken correctly. You may also want to provide measuring tools for students to use as they complete the Assignment Sheet.

O Using magazines, catalogs, and other resources, instruct students to find pictures of the windows and window treatments shown. Instruct students to attach and label these pictures on sheets of paper.

O Invite a resource person from a window sales business to visit the class and discuss window options.

O Allow class time to incorporate sewing skills and instruct students on how to make a cafe curtain.

OBJECTIVE 9 **Identify types of window treatments.**

R Show Transparency Master 2.

R State that window treatments can be an inexpensive method to change the look of a room.

OBJECTIVE 10 **State options for working with ceilings.**

R Lead a class discussion on how the elements of design can be applied to create ceiling effects.

R Instruct students to complete Assignment Sheet 3.

☑ **NOTE:** You may provide opportunities for students to complete this assignment during guest speaker visits to the classroom.

O Ask students to share with the class their observations of interesting ceiling treatments.

O Tell students that, in order to estimate paint needs for a ceiling, one must first find the ceiling area. To find the ceiling area, multiply the length by the width. One can then figure the amount of paint needed by using the method described in Assignment Sheet 1.

OBJECTIVE 11

Estimate wall paint. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 12

Measure for window treatments. (Assignment Sheet 2)

See Objective 11.

OBJECTIVE 13

Compare the costs of background features. (Assignment Sheet 3).

See Objective 11.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of competency profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.

UNIT REFERENCES

Publications

- Craig, Hazel Thompson. *Homes with Character*, 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- Hepler, Donald E. et al. *Interior Design Fundamentals*. New York: McGraw-Hill, Inc., 1983.

- Kicklighter, Clois E. and Joan C. Kicklighter. *Residential Housing*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992.
- Lewis, Evelyn L. *Housing Decisions*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.
- Sherwood, Ruth F. *Homes: Today and Tomorrow*. Mission Hills, California: Glencoe Publishing Company, 1990.
- Stepat-DeVan, Dorothy et al. *Introduction to Interior Design*. New York: Macmillan Publishing Company, Inc., 1980
- Weiss, William. *Home Maintenance*. Mission Hills, California: Glencoe Publishing Company, 1983.

ASSIGNMENT SHEETS

OBJECTIVE 11

Assignment Sheet 1

1. 1.38 gallons
2. 1.80 gallons
3. Answers will vary depending on the room chosen. Check each student's calculations for accuracy.

OBJECTIVE 12

Assignment Sheet 2

Answers will vary depending on the windows measured. Check each student's measurements for accuracy.

OBJECTIVE 13

Assignment Sheet 3

Answers will vary. Student's answers should demonstrate that price comparisons were completed and choices of the "best buys" were given.

WRITTEN TEST

OBJECTIVE 1

Answers may vary, but should include the following information:

Walls, floors, ceilings, and window treatments provide a background or setting for the furnishings in a home. The colors, patterns and textures of the background affect the total impression one gets from a room, making a major aesthetic contribution to the home environment. In addition, backgrounds help to determine spacial relationships in a room and affect the amount of light, heat, and sound there.

OBJECTIVE 2

Any five (5) of the following:

- Amount of available light
- Cost
- Duration of use
- Flexibility
- Function of the room
- Furniture in the room

OBJECTIVE 3

1. D
2. D
3. B
4. A
5. C
6. C
7. D
8. C
9. B
10. B
11. B

OBJECTIVE 4

1. C
2. H
3. E
4. J
5. D
6. A
7. F

OBJECTIVE 5

1. A
2. C
3. B
4. C
5. B
6. A
7. A
8. A
9. B
10. A
11. C
12. C
13. A
14. A
15. B
16. A
17. C
18. C

OBJECTIVE 6

1. **Flat** – Popular wall and ceiling paint because of the soft appearance it produces
2. **High-gloss** – Used on woodwork where high reflectance or a lacquered look is desired
3. **Semi-gloss** – Can be used on walls or woodwork

OBJECTIVE 7

1. A
2. K
3. H
4. L
5. M
6. E
7. B
8. D
9. I

OBJECTIVE 8

1. D
2. F
3. E
4. C
5. L
6. K
7. B
8. A

OBJECTIVE 9

1. P
2. B
3. D
4. A
5. C
6. E
7. L
8. M
9. F
10. O
11. I
12. J
13. H
14. G
15. K
16. N

OBJECTIVE 10

- Several different materials can be used to form ceiling surfaces.
- Ceilings can be constructed as undersides of roofs to form open ceilings, as flat ceilings, or as flat ceilings constructed at differing levels.
- A wide variety of ceiling treatments are available for use and to produce special effects.

OBJECTIVES 11-13

Evaluated on Assignment Sheets 1-3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): **Housing and Home Furnishings**

UNIT NUMBER AND TITLE: **6 — Designing Interior Backgrounds**

TOTAL NUMBER OF TEST QUESTIONS 81

TOTAL NUMBER OF BASIC SKILL QUESTIONS 5

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1	X
2	5	X
3	11	X
4	1-7	X
5	1, 2, 4, 5, 7-18	X
5	3, 6	S
6	1-3	X
7	1, 2, 5-8	X
7	3, 4, 9	S
8	1-8	X
9	1-16	X
10	1-3	X

INSTRUCTOR'S GUIDE

SELECTING FURNITURE AND ACCESSORIES

7

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources - (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about the unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about furniture and accessories, using your textbook, reference book, magazines, or other resources.

Writing

R Have students write a one-page essay over the information read. The essay should cover the styles of furniture, their features, types of accessories, and options for lighting. It should also examine trends in each of these areas.

O Have students give an extemporaneous speech over the focus assignment.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.

O Have students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the Introduction and Evaluation Criteria for the Job Sheet.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.

R Return the completed Job Sheet to the students so that they may use them for later reference if needed.

O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

OBJECTIVE 1

List the functions of furniture.

R Explain to students that form follows function. If furniture only looks good but is not comfortable or usable for the occupants of a household, then the furniture has only form, but not function.

O Lead a class discussion by asking students to identify pieces of furniture that serve the various functions.

O Prepare a bulletin board with pictures of various pieces of furniture on it. Ask students to label each piece with the function it serves.

OBJECTIVE 2

Select from a list guidelines for choosing and purchasing home furnishings.

R Discuss the differences in short-term and long-term furniture needs. Ask students to discuss how these differences affect furniture purchases.

O For additional information, hand out and discuss *Interior Home Environments* and *Selecting Furniture for Your Home.*

O Plan a class field trip to a local furniture store. Ask the store manager to discuss guidelines for choosing and purchasing furniture. Ask for a demonstration of furniture examples that compare features and workmanship of each piece.

OBJECTIVE 3

Distinguish among furniture alternatives.

R Instruct students to complete Assignment Sheet 1.

☑ **NOTE:** Instructors may want to set realistic limits on projected budgets students use on this Assignment Sheet. An alternative method for setting limits would be for instructors to prepare numerous slips of paper with various budget amounts written on each. Students would randomly draw dollar amounts from the prepared slips of paper to use as their financial guidelines.

O Break the class into small groups and ask each group to brainstorm examples of improvised furniture. The groups should prepare for a class demonstration by either drawing their ideas on poster board and sharing them with the class, or if economically feasible, bringing into class an actual example of the improvised piece of furniture.

O Have students use various catalogs and newspapers to obtain prices of furniture. Students should compare the cost of a similar item available as assembly furniture, unfinished furniture, new furniture, and used furniture. Ask students to then design a way to improvise that piece of furniture. Which choice was the most economical? Which choice provided the quality needed?

OBJECTIVE 4

Identify common furniture styles.

R Lead a class discussion on the various common furniture styles. An expanded list and examples can be seen and discussed by referring students to the focus assignments readings.

R Show Transparency Masters 1-3.

O Ask students to discuss the various furniture styles in their homes. Encourage them to try and identify the different styles.

OBJECTIVE 5

Compare materials used in furniture construction.

O Refer to text for examples of chairs that demonstrate the various methods and materials used in furniture construction. Lead a class discussion based on the differences.

OBJECTIVE 6

Match terms used to evaluate wood furniture to their descriptions.

R Review the terms used to evaluate wood furniture. Refer students to prereading focus assignments for additional information on the various joints and features of wood furniture. Students will need to be familiar with text information in order to successfully complete Assignment Sheet 2.

R Instruct students to complete Assignment Sheet 2.

O Bring an example of a case good item to class. Discuss and demonstrate the use of various woods, finishes, joints, etc.

OBJECTIVE 7

List questions for evaluating upholstered furniture.

- R Instruct students to complete Assignment Sheet 3.
- O The information included in this objective covers only some of the upholstery fabrics available. You may want to go into more depth when discussing fabrics, including providing information on weaving, warp and weft threads, and the various types of weaves.
- O Bring an example of an upholstered item to class. Evaluate and discuss the various details.

OBJECTIVE 8

Match upholstery fabrics to their descriptions.

See Objective 7.

OBJECTIVE 9

Select from a list guidelines for choosing accessories.

- R Instruct students to complete Assignment Sheet 4.
- O Assign individual projects to students, instructing each to construct an accessory. The accessory may be a floral arrangement, a framed piece of artwork, or one of numerous other options. Ask students to share their projects with the class, explaining how their accessories would be used in their decorating schemes.

OBJECTIVE 10

List the functions of lighting.

- R Have students refer to the focus assignments readings on lighting and the functions of lighting. Lead a class discussion to define terms related to lighting, including direct, indirect, semi-direct, semi-indirect, diffused, natural, incandescent, fluorescent, and wattage.
- R Lead a class discussion on each function of lighting listed in the objective and how that function affects daily living.
- R Point out to students that natural light sources include windows, glass doors, and skylights.
- O Lead a class discussion based on the use of natural light and when more or less natural light might be available for home lighting needs.

O Refer students to Unit 4 where warm and cool colors were discussed. Explain how a person may not want to use reds and oranges as the main colors in a room that faces the south or west, unless the home was in a very cold climate and the homeowner wanted to multiply the effect of the warm sun. In very hot climates, a homeowner may want to take advantage of the coolness of the northern light and the use of a cool color, such as blue.

OBJECTIVE 11 **Select from a list the effects of natural light on color schemes.**

See Objective 10.

OBJECTIVE 12 **Distinguish among electronic, fluorescent, and incandescent light bulbs.**

R Instruct students to complete Assignment Sheet 5.

O Invite a lighting specialist from the local power company to visit the class and discuss lighting, energy costs, heat production, life expectancy, and aesthetic qualities of the different kinds of lighting. Ask the speaker to discuss information on energy conservation as well.

OBJECTIVE 13 **List considerations in choosing lamps and lamp shades.**

R Lead a class discussion on the different types of lamps as sources of light. Ask students to identify the advantages and disadvantages of each type of light.

EXAMPLES: Floor lamp, pole lamp, table lamp

R Instruct students to complete Assignment Sheet 6.

OBJECTIVE 14 **Create a short-term and long-term plan for home furnishings. (Assignment Sheet 1)**

R See general instructions for all Assignment Sheets.

OBJECTIVE 15 **Compare quality features of case goods. (Assignment Sheet 2)**

R Review joint types from textbooks and other resources. Use examples that include artwork.

See Objective 14.

OBJECTIVE 16

Compare quality features of upholstered furniture. (Assignment Sheet 3)

See Objective 14.

OBJECTIVE 17

Design a wall grouping. (Assignment Sheet 4)

See Objective 14.

OBJECTIVE 18

Evaluate a home lighting plan. (Assignment Sheet 5)

See Objective 14.

OBJECTIVE 19

Determine the cost of furnishing a room. (Assignment Sheet 6)

See Objective 14.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of competency profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.

OPTIONAL RESOURCES

Publications

- Drummond, Sarah. *Selecting Furniture for Your Home.* Home Economics Fact Sheet No. T-7202. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1988.

- Hedge, Asha and Sarah E. Drummond. *Interior Home Environment.* Home Economics Fact Sheet No. T-7602. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1987.

☑ **NOTE:** Home Economics Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078-0550, phone 405-744-5385.

UNIT REFERENCES

Publications

- Craig, Hazel Thompson. *Homes with Character*, 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- *Foundations for Living, Volume II.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- Hepler, Donald E. *Interior Design Fundamentals.* New York: McGraw-Hill, Inc., 1983.
- *Interior Design.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- Kicklighter, Clois E. and Joan C. Kicklighter. *Residential Housing.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992.
- Lewis, Evelyn L. *Housing Decisions.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.
- "New Light Bulb May Be Brightest Idea Yet," *Tulsa World,* June 1, 1992, Section A, p. 9.
- Sherwood, Ruth F. *Homes: Today and Tomorrow.* Mission Hills, California: Glencoe Publishing Company, 1990.

ASSIGNMENT SHEETS

OBJECTIVE 14	**Assignment Sheet 1** Answers will vary, but should indicate that students have acknowledge of how to choose, purchase, and distinguish among furniture alternatives while staying within a budget.
OBJECTIVE 15	**Assignment Sheet 2** Answers will vary depending on the case goods evaluated. Students should identify and compare two case good items and demonstrate knowledge of features to look for in quality case good items.
OBJECTIVE 16	**Assignment Sheet 3** Answers will vary depending on the upholstered items evaluated. Students should identify and compare two upholstered items and demonstrate knowledge of features to look for in upholstered furniture.
OBJECTIVE 17	**Assignment Sheet 4** Answers will vary, but should indicate knowledge of how to use accessories and apply the elements and principles of design.
OBJECTIVE 18	**Assignment Sheet 5** Answers will vary, but should indicate that a thorough home lighting evaluation was conducted and should demonstrate knowledge of how the lighting plan could be improved.

OBJECTIVE 19

Assignment Sheet 6

Answers will vary, but students should apply knowledge of the guidelines and needs for furniture selection as well as budgeting skills. Students should stay within the budgeted amounts of each situation given. Pictures of items and approximate costs should be included for evaluation.

WRITTEN TEST

OBJECTIVE 1

- Provides a surface for preparing and eating food
- Provides a place for storing/displaying belongings
- Provides a place for sitting
- Provides a place for lying down/resting
- Provides a decorative addition

OBJECTIVE 2

2, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 19

OBJECTIVE 3

1. B
2. A
3. F
4. D
5. C
6. E
7. F
8. B
9. D
10. C
11. D
12. E
13. A
14. B

OBJECTIVE 4

1. A
2. C
3. B
4. C
5. B
6. C

OBJECTIVE 5

1. H
2. E
3. B
4. F
5. D

OBJECTIVE 6

1. K
2. F
3. D
4. C
5. L
6. H
7. J
8. G

OBJECTIVE 7

Any five (5) of the following:

- Cushions fit snugly?
- Decorative details are well-designed to add individuality and quality?
- Fabric is cut and placed so weave or grain lines are even and matched?
- Hems and pleats are even and hang straight?
- Quality fabric is used in all areas?
- Welting (cording) is smooth, straight, and fully-stitched?

OBJECTIVE 8

1. D
2. B
3. K
4. F
5. A
6. J
7. M
8. L
9. C

OBJECTIVE 9

2, 3, 5, 6, 8, 9, 10, 12, 14

OBJECTIVE 10

Any six (6) of the following:

- Adds comfort
- Affects the beauty and efficiency of a home
- Allows persons to perform specific tasks using appropriate lighting
- Emphasizes decorative features
- Enhances the interior by creating moods to match the decor

- Provides safety, convenience, and security
- Supplements natural daylight

OBJECTIVE 11

1, 2, 5, 6

OBJECTIVE 12

1.	F	7.	I	13.	F	19.	E
2.	E	8.	F	14.	I	20.	F
3.	E	9.	F	15.	F	21.	I
4.	F	10.	I	16.	E	22.	I
5.	I	11.	F	17.	I	23.	E
6.	E	12.	E	18.	I	24.	I

OBJECTIVE 13

- Colors and textures of lamps and shades should *harmonize* with room design and scheme.
- Lamps need to have heavy, stable *bases*.
- Lamps should be chosen to fit the *function* they will serve.
- Opaque shades confine light to a small area, providing local lighting for reading or conversation.
- Translucent shades allow some light to pass through, providing general lighting.

OBJECTIVES 14-19

Evaluated on Assignment Sheets 1-6.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): Housing and Home Furnishings

UNIT NUMBER AND TITLE: 7 — Selecting Furniture and Accessories

TOTAL NUMBER OF TEST QUESTIONS 128

TOTAL NUMBER OF BASIC SKILL QUESTIONS 5

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-5	X
2	1-20	X
3	1-14	X
4	1-6	X
5	1-5	X
6	1-8	X
7	1-5	X
8	1-9	X
9	1-14	X
10	1-6	X
11	1-7	X
12	1, 6, 7, 17, 20	S
12	2-5, 8-16, 18, 19, 21-24	X
13	1-5	X

INSTRUCTOR'S
GUIDE

SELECTING APPLIANCES

8

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources - (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about the unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about household appliances, using your textbook, reference book, magazines, or other resources.

Writing

R Have students write a one-page essay over the information read. The essay should cover the types of appliances available, their purposes and features, trends in appliance design, and interior design and purchase considerations.

O Have students give an extemporaneous speech over the focus assignment.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.

O Have students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the Introduction and Evaluation Criteria for the Job Sheet.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.

R Return the completed Job Sheet to the students so that they may use them for later reference if needed.

O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

OBJECTIVE 1

List features of appliances.

R Lead a class discussion on the aesthetic features of appliances. Ask the students how important they think the aesthetics are when purchasing appliances.

O Instruct students to look through various housing magazines and appliance catalogs to identify various aesthetic differences in the appliances they see. Ask students to share their findings with the class.

OBJECTIVE 2

List guidelines for selecting and purchasing appliances.

R Ask students to generate lists of ways to find second-hand appliances. Discuss the lists and emphasize the need to set priorities before buying a new appliance.

O Lead a class discussion on possible "hidden costs" of appliances.

EXAMPLES: Wiring, plumbing needs, installation charges, delivery charges

O Lead a class discussion focusing on the differences in necessary appliances and nice-to-have appliances. Ask students to give examples of each.

O Ask students to discuss why determining the height, width, and depth of an appliance *before* purchasing it would be important.

O Hand out and discuss *Selecting A Range* and *Selecting A Refrigerator-freezer.*

OBJECTIVE 3

Interpret EnergyGuide labels.

R Inform students that the long-term operating costs of a major appliance can far exceed the purchase price.

R Explain that appliances operating on electricity measure their consumption in *watts per hour.*

R Alert students to the fact that some higher-priced appliances *cost less to operate* than less expensive models.

R Review the EnergyGuide label and point out the various components to the class.

O Provide students with a variety of EnergyGuide labels for their interpretation, *or* ask students to identify appliances in their homes that have EnergyGuide labels on them. Students should interpret a label for energy efficiency and report their findings to the class. Lead a class discussion on the most energy-efficient appliances.

O Hand out and discuss *Save Energy – and Money – in the Kitchen.*

OBJECTIVE 4 **Distinguish among seals of approval, warranties, and guarantees.**

R Provide examples of various seals of approval.

R Instruct students to complete Assignment Sheet 1.

O Bring various warranties, guarantees, and seals-of-approval to class. Lead a class discussion based on the contents of your samples.

OBJECTIVE 5 **Compare options for financing major appliances.**

R Instruct students to complete Assignment Sheet 2.

O Assign students the responsibility of finding current interest rates of major credit cards, banks, and in-store credit plans. Ask them to report their findings to the class. Lead a discussion on the advantages and disadvantages of the various financing options for purchasing appliances.

O Compute cost of financing a major appliance – purchasing and/or renting.

OBJECTIVE 6 **List product information to record or file for reference.**

R Instruct students to complete Assignment Sheet 3.

R Invite an English teacher to visit the class on the day this assignment is given. Ask him or her to assist students with proper letter writing techniques.

O Design a bulletin board or poster listing consumer protection laws and agencies. Discuss the bulletin board with the class, then instruct students to prepare a list of local agencies that help consumers. Indicate that the telephone directory and library references are good sources for locating agencies.

O Ask students if consumers harm anyone when they do not report bad business practices or return faulty merchandise. Explain that by not reporting or complaining about a bad business or unsatisfactory merchandise, a consumer passively promotes that business or merchandise, and therefore, subjects others to the same practices and inferior merchandise.

O Invite an attorney or a representative from a consumer protection agency to visit the class to discuss effective methods for making consumer complaints.

OBJECTIVE 7

Interpret a warranty and a guarantee. (Assignment Sheet 1)

R See general instructions for all Assignment Sheets.

O Show sample warranties and guarantees. Discuss the contents of each. Create scenarios, then ask students to respond according to the terms in the samples.

OBJECTIVE 8

Compare appliances. (Assignment Sheet 2)

R See general instructions for all Assignment Sheets.

O Ask students to present their results of Parts 1 and 2 to the class.

OBJECTIVE 9

Write a letter of complaint. (Assignment Sheet 3)

R See general instructions for all Assignment Sheets.

R Review letter styles.

O Request that students type their letters.

O Allow students to substitute an actual situation of their own for those in the Assignment Sheet. Ask students to report to the class about any responses received to their letter of redress.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the Focus Assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of competency profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.

OPTIONAL RESOURCES

- Herndon, Sue. *Buying A Refrigerator-freezer.* Home Economics Fact Sheet No. T-5205. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1981.
- Herndon, Sue. *Selecting A Range.* Home Economics Fact Sheet No. T-5204. Stillwater, Oklahoma: Oklahoma State University, 1984.

☑ **NOTE:** Home Economics Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078-0550, phone 405-744-5385.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Craig, Hazel Thompson. *Homes with Character*, 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- *Foundations for Living, Volume II.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- Hepler, Donald E. et al. *Interior Design Fundamentals.* New York: McGraw-Hill, Inc., 1983.
- *Interior Design.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- Kicklighter, Clois E. and Joan C. Kicklighter. *Residential Housing.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992.

- Lewis, Evelyn L. *Housing Decisions*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.

- Sherwood, Ruth F. *Homes: Today and Tomorrow*. Mission Hills, California: Glencoe Publishing Company, 1990.

- Money Management Institute of Household International, ed. *Your Home Furnishings and Equipment Dollar*. Prospect Heights, Illinois: Financial Services, 1989.

- U.S. Office of Consumer Affairs. *Consumer's Resource Handbook*. Washington, D.C.: Government Printing Office, 1990.

☑ **NOTE:** Teachers may obtain a free copy of *Consumer's Resource Handbook* by writing to Handbook, Consumer Information Center, Pueblo, Colorado 81009.

ASSIGNMENT SHEETS

OBJECTIVE 7

Assignment Sheet 1

Part 1

1. By the ABC Company
2. For one (1) year from the date of original retail purchase
3. For two (2) years from the date of original retail purchase
4. For parts that fail as the result of normal home use
5. Cabinet rust
6. From the franchised ABC dealer from whom the appliance was purchased or by contacting any franchised ABC dealer
7. Service Department, The ABC Company, 123 Main Street, Anytown, Oklahoma 74000

Part 2

Answers will vary, but a written guarantee should be attached and a written explanation given. Compare the guarantee with the explanation.

OBJECTIVE 8

Assignment Sheet 2

Part 1

Answers will vary, but should reflect application of unit information.

Part 2

Answers will vary, but a brief explanation of which appliance would be the best consumer choice should be given.

OBJECTIVE 9

Assignment Sheet 3

Answers will vary, depending on which situation a student chooses. Proper use of letter styles, grammar, and punctuation should be evaluated.

WRITTEN TEST

OBJECTIVE 1

List should include all of the following:

Aesthetic features

- Color
- Line and design
- Surface texture

Functional features

- Controls—heat, moisture, noise
- Energy efficiency
- Insulation
- Options

OBJECTIVE 2

List should include any eight (8) of the following:

- Check the reputation of the dealer.
- Make sure appliances carry the UL (Underwriter's Laboratory) seal indicating they have met minimum standards of safety.
- Consider the advantages and disadvantages of purchasing new and used appliances.
- Consider the physical abilities of the people who will be using the appliance.
- Compare costs, features, and energy efficiency of various models.
- File all instruction sheets and fill out and return warranty cards.
- Identify appliance needs and set priorities.
- Inquire about delivery, installation, warranties, and service availability and costs.

- Know the connections required for proper use.
- Measure doors, entryways, and spaces in which appliances must fit.
- Operate the appliance *before* the installers leave.

OBJECTIVE 3

1. Refrigerator-freezer
2. 17.2 cubic feet
3. $59.00
4. $88.00

OBJECTIVE 4

1. C
2. A
3. B

OBJECTIVE 5

1. I
2. H
3. B
4. F
5. C
6. G

OBJECTIVE 6

Any six (6) of the following:

- Copy of guarantee
- Copies of warranty cards
- Credit contracts
- Date of purchase
- Instruction sheets or booklets
- Name and telephone number of the store where the item was purchased
- Name of salesperson
- Sales receipt

OBJECTIVES 7-9

Evaluated on Assignment Sheets 1-3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): Housing and Home Furnishings

UNIT NUMBER AND TITLE: 8 — Selecting Appliances

TOTAL NUMBER OF TEST QUESTIONS 32

TOTAL NUMBER OF BASIC SKILL QUESTIONS 10

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-5	X
2	1-8	X
3	1-3	X
3	4	M
4	1-3	U
5	1-6	U
6	1-6	X

INSTRUCTOR'S GUIDE

PLANNING FOR SAFETY AND SECURITY

9

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources - (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about the unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about home safety and security, using your textbook, reference book, magazines, or other resources.

Writing

R Have students write a one-page essay over home safety and security. The essay should include a discussion of the factors affecting safety and security in the home, and the importance of planning for a safe and secure home.

O Have students give an extemporaneous speech over the focus assignments

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.

O Have students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the Introduction and Evaluation Criteria for the Job Sheet.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.

R Return the completed Job Sheet to the students so that they may use them for later reference if needed.

O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

OBJECTIVE 1

List common safety and security concerns related to housing.

R Lead a class discussion based on student responses to the question, "What safety and security concerns related to housing have *you* experienced?" Discuss how the concerns will be dealt with as the class studies this unit.

O Prepare a bulletin board that demonstrates ways to plan for safety and security in the home.

OBJECTIVE 2

Name methods for childproofing a home.

R Lead a class discussion on the importance of childproofing. Ask students why they think the various hazards were listed in the objective. Ask students for examples of dangers that are present in the various rooms of homes.

EXAMPLES: Water in the toilet could cause an accidental drowning; items in the trash could be contaminated with dangerous bacteria; chemicals and medications could be fatal to children

O Lead a class discussion pointing out that, in addition to the guidelines discussed in this objective, it is advisable for an adult to actually get down on the floor and crawl around the area, checking at the child's eye level for any additional hidden dangers. (This also applies when babysitting in another person's home.) The sitter should carefully evaluate the home for possible hazards, eliminate them if possible, or restrict access if needed. In addition, those who are responsible for small children need to be aware that the bathroom is an especially dangerous room in the house. It is a good idea to keep the door closed and entry restricted.

O Obtain and distribute copies of *Locked Up Poisons Prevent Tragedy* and/or *U.S. Consumer Product Safety Commission Poison Lookout Checklist.*

O Call the state poison hotline for additional information and literature. In Oklahoma, call the Oklahoma Poison Control Center at 405-271-5454, or 800-522-4611. For additional information on childproofing homes, call Oklahoma Safe Kids Coalition at 405-271-5695. (Out-of-state teachers should make local poison control center phone numbers available to students.) Encourage students who work or live with young children to keep this number by the phone.

O Bring examples of childproof cabinet locks, toilet locks, and electrical outlet covers for students to see how they work and why they might be effective in preventing accidents.

O To obtain information on lead poisoning, call the National Lead Information Center at 800-LEAD-FYI. The message is provided in both English and Spanish.

OBJECTIVE 3

Identify the location of fire extinguishers for minimum safety.

R Ask students to locate the smoke detectors in their own homes. Encourage them to think about and discuss in class their placement in the home, their operating conditions, and if enough are available for the design and size of their homes.

O Invite a representative from the local fire department to visit the class to give additional fire-safety information. Ask him or her to bring examples of smoke detectors, fire extinguishers, and other information to show the class.

O Obtain and distribute copies of *Preventing and Surviving Home Fires: Awareness is the Key* and/or *Smoking Out the Facts About Home Fire Detection* for additional information.

OBJECTIVE 4

Match the basic classes of fires to examples of each class.

R Describe a fire emergency, then ask students to identify the class of fire involved.

O Show the video *Fire Extinguishers – The First Responder.* This program classifies fire types and emergency response procedures using extinguishers.

O Obtain and distribute copies of *Portable Fire Extinguisher Selection and Use.* Discuss the material with the class.

O Add more examples for each class of fire. Describe possible home fire emergencies and ask students to identify the class of fire involved.

OBJECTIVE 5

List in order the basic steps for using a fire extinguisher.

R Explain that using a fire extinguisher is not the safest response to a fire emergency if the extinguisher is not appropriate for the class of fire involved.

R Discuss possible situations where it may be better to evacuate the premises and call fire fighting professionals instead of trying to fight the fire.

R Teach the class the "Stop, Drop, and Roll" method of extinguishing a fire on a person. Make certain that students know that if a person's clothes catch fire, he or she should immediately stop, drop to the floor or ground, cover his or her face with hands, and roll over and over to smother the flames.

R Inform students that a person can use baking soda, salt, or a tight-fitting lid to cover small pan fires on the stove when a fire extinguisher is not available.

R Instruct students to complete Assignment Sheet 1.

O Obtain uncharged samples of each type of extinguisher, if possible, and allow students to handle each type.

O Ask students what could happen if they know how to operate an extinguisher but do not know how to choose the correct extinguisher for the class of fire involved.

O Plan an outdoor demonstration under the supervision of fire department personnel, for practice in using charged fire extinguishers. Plan the demonstration to fit the schedule of fire department personnel. Review the basic steps for using a fire extinguisher, then allow students to extinguish a controlled fire using the appropriate extinguisher provided.

O Show Transparency 1 and 2.

O Show the video *Portable Fire Extinguishers.*

O Ask a representative from the local fire department to visit the class and demonstrate how to use a fire extinguisher.

OBJECTIVE 6 **Define primary and secondary escape routes.**

R Lead a class discussion covering each step individuals should take to prepare and practice for evacuation in the event of a house fire.

EXAMPLES:

- ☐ Identify escape routes.
- ☐ Decide on an outside meeting place.
- ☐ Stay near the floor to avoid rising heat and smoke.
- ☐ Never open a door that feels hot; use a secondary escape route.

- Report to the designated outside meeting area.
- Call the fire department from a neighbor's home.
- Never go back into a burning building.

R Show Transparency Master 3.

R Have the class identify primary and secondary escape routes for the classroom. Lead a class fire drill using the identified escape routes.

R Instruct students to complete Assignment Sheet 2.

O Hand out and discuss *10 Tips for Fire Safety* as an overall fire safety review.

O Hand out and discuss *Be Fire Smart: Tips for Home Owners and Renters.*

O Contact your local fire department about information on obtaining decals identifying children's rooms in fire emergencies.

OBJECTIVE 7

List ways to improve home security.

R Instruct students to complete Assignment Sheet 3.

O For general information about fire safety in the home, obtain and distribute copies of *Home Fire Safety.*

O Obtain and distribute copies of *Home Security Basics, Security Starts at Your Door, A Room by Room Home Safety Tour,* and/or *Checklist for Home Safety.*

O Invite law enforcement personnel to visit the class and discuss home safety and security guidelines and local programs.

O Lead a class discussion by asking students what they can do to lessen the likelihood of their homes being burglarized.

O Show one or both of the following videos: *The Path of Least Resistance* which emphasizes preventing electrical accidents caused by common mistakes at work or home; and *Slips, Trips, and Falls,* a humorous safety program narrated by Murphy, creator of "Murphy's Law" – "If anything can go wrong, it will."

OBJECTIVE 8

Answer questions about preventing accidents at home.

See Objective 7.

OBJECTIVE 9

Determine classes of fires. (Assignment Sheet 1)

R Have students complete Assignment Sheets 1 through 3, if not previously done.

R See the general instructions for all Assignment Sheets.

O Create additional Assignment Sheets, if possible, as reinforcement or enrichment activities.

OBJECTIVE 10

Plan escape routes. (Assignment Sheet 2)

O Discuss tornado safety measures. Locate brochures and guest speakers for more information.

See Objective 9.

OBJECTIVE 11

Evaluate home safety and security. (Assignment Sheet 3)

See Objective 9.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the Focus Assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of competency profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

OPTIONAL RESOURCES

Publications

- *10 Tips for Fire Safety.* Quincy, MA: National Fire Protection Association, 1992.

  ☑ **NOTE:** To order this and other fire safety publications, write: National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02269-9101, or phone 800-344-3555.

- *A Room by Room Home Safety Tour.* Chicago, Illinois: National Safety Council, n.d.

  ☑ **NOTE:** To obtain this publication and other informative materials, write: National Safety Council, 444 North Michigan Avenue, Chicago, Illinois 60611, or call 312-527-4800.

- *Be Fire Smart: Tips for Home Owners and Renters.* New York: Insurance Information Institute, 1987.

  ☑ **NOTE:** For publication information, write: Insurance Information Institute, 110 William Street, New York, N.Y. 10038, or call 212-669-9200 or 800-942-4242.

- Blackwell, Dorothy. *Checklist for Home Safety.* Home Economics Fact Sheet No. A-4405. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1978.

- Drummond, Sarah E. *Home Fire Safety.* Home Economics Fact Sheet No. T-4409. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1990.

- Gerling, Joseph F. *Portable Fire Extinguisher Selection and Use.* Fact Sheet No. 9402. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1977.

- Herndon, Sue. *Security Starts at Your Door.* Home Economics Fact Sheet No. T-5141. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1985.

☑ **NOTE:** Extension Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078-0550, phone 405-744-5385.

- *Home Security Basics.* New York: Insurance Information Institute, 1990.

  ☑ **NOTE:** For publication information, write: Insurance Information Institute, 110 William Street, New York, N.Y. 10038, or call 212-669-9200 or 800-942-4242.

- *Locked Up Poisons Prevent Tragedy.* Publication No. 282. Washington, D.C.: Poison Prevention Week Council/Consumer Product Safety Commission, 1987.

  ☑ **NOTE:** For ordering information, write: U.S. Consumer Product Safety Commission, Publication Requests, Washington, D.C. 20207, or call 800-638-2772.

- *Preventing and Surviving Home Fires: Awareness is the Key.* Chicago, Illinois: National Safety Council, 1987.

  ☑ **NOTE:** To obtain this publication and other informative materials, write: National Safety Council, 444 North Michigan Avenue, Chicago, Illinois 60611, or call 312-527-4800.

- *Smoking Out the Facts About Home Fire Detection.* Aurora, Illinois: Pittway Corp., 1992.

  ☑ **NOTE:** To obtain this publication write: First Alert, 780 McClure Road, Aurora, Illinois 60504-2495.

- *U.S. Consumer Product Safety Commission Poison Lookout Checklist.* Washington, D.C.: U.S. Consumer Product Safety Commission, n.d.

  ☑ **NOTE:** For ordering information, write: U.S. Consumer Product Safety Commission, Publication Requests, Washington, D.C. 20207, or call 800-638-2772.

Videos

- *Fire Extinguishers – The First Responder*
- *Portable Fire Extinguishers*
- *The Path of Least Resistance*
- *Slips, Trips, and Falls*

☑ **NOTE:** These videos are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these videos from the Oklahoma Department of Vocational and Technical Education, Resource Center. ATTN: Instructional Media Specialist, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers may obtain information on ordering *Fire Extinguishers – The First Responder* and *Slips, Trips, and Falls* from Coronet Films, Inc./MTI, 108 Wilmot Road, Deerfield, IL 60015. *Portable Fire Extinguishers* can be ordered from Tel-A-Train, 309 North Market Street, Chattanooga, TN 37405 or call 1-800-251-6018. *The Path of Least Resistance* can be ordered from the Agency for Instructional Tech., 1111 West 17th Street, Bloomington, IN 47402 or call 1-800-457-4509.

UNIT REFERENCES

Publications

- *10 Fire Safety Tips to Prevent Home Fires.* Melbane, North Carolina: KIDDE, n.d.
- *10 Tips for Fire Safety.* Quincy, MA: National Fire Protection Association, 1992.
- *Adult and Family Living.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Craig, Hazel Thompson. *Homes with Character,* 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- *First Alert User's Manual.* Aurora, Illinois: Pittway Corp., 1987.
- *Preventing and Surviving Home Fires: Awareness is the Key.* Chicago, Illinois: National Safety Council, 1987.
- *Foundations for Living,* Volume II. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- Gandy, Peggy. "Home Not Always the Safest Place for Children," *The Sunday Oklahoman.* September 13, 1992, Accent section, p. 7.
- Gerling, Joseph F. *Portable Fire Extinguisher Selection and Use.* Fact Sheet No. 9402. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1977.

- Lewis, Evelyn L. *Housing Decisions*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.
- *Preventing and Surviving Home Fires: Awareness is the Key.* Chicago, Illinois: National Safety Council, 1987.
- Sherwood, Ruth F. *Homes: Today and Tomorrow.* Mission Hills, California: Glencoe Publishing Company, 1990.
- *Smoking Out the Facts About Home Fire Detection.* Aurora, Illinois: Pittway Corp., 1992.
- Tritsch, Shane. "Recipe for Kitchen Safety," *Family Safety and Health.* Winter 1992-93, pp. 6-9.

ASSIGNMENT SHEETS

OBJECTIVE 9

Assignment Sheet 1

1. A
2. B
3. C
4. A
5. C
6. A
7. B
8. A

OBJECTIVE 10

Assignment Sheet 2

Part 1

1. Each student should have sketched the layout of each floor of his or her home, including windows, doors, and stairways. Using arrows and a written description, the *primary escape route* from each room should be identified.

2. Each student should have copied the layout of each floor of his or her home, including windows, doors, and stairways. Using arrows and a written description, the *secondary escape route* from each room should be identified.

Part 2

1. Students should indicate that copies of escape routes have been posted in their homes in places where family members can easily refer to them.

2. Each student should have discussed the escape routes with each member of his or her family and indicate that each member understands how to use the escape routes.

3. A family-designated meeting place outside the home should be identified.

4. Each student should have conducted a home fire drill using the primary and secondary escape routes. A brief summary of how the escape plans worked or did not work, and how students and their families might improve the chances of surviving a house fire should be explained in writing.

OBJECTIVE 11

Assignment Sheet 3

Part 1

Students should answer each question with a "yes" or "no" answer.

Part 2

Answers will vary. However, every "No" answer on the evaluation identifies a safety or security hazard. Students should write a description of the steps he or she and his or her family plan to take to improve home safety and security.

WRITTEN TEST

OBJECTIVE 1

- Electrical shock
- Falls
- Fire
- Gas leaks
- Intruders
- Outdoor hazards
- Poisons
- Theft
- Ventilation
- Water hazards

OBJECTIVE 2

Answers should include any eight (8) of the following:

- Cover electrical outlets with child protection plugs.
- Do not let children blow up balloons or put balloons in their mouths.
- Install childproof toilet lid locks on commodes.
- Install restraining gates at the tops and bottoms of all stairs in the house.
- Keep alcoholic beverages, medications, and cleaning products locked in cabinets and out of the reach of children.

- Keep all glass bottles out of the reach of children.
- Keep small objects out of the reach of babies, especially things that can be put in the eyes, ears, nose, and/or mouth.
- Knot or tie-up cords on all draperies, venetian blinds, and electrical appliances.
- Never allow babies to lie or play around open heaters, fireplaces, or floor furnaces.
- Stow garbage under the sink or in the garage in cans with secure lids.
- Throw away broken toys or objects lying around the house.

OBJECTIVE 3

1, 3, 6, 7, 9

OBJECTIVE 4

1. C
2. B
3. A
4. D

OBJECTIVE 5

1. P – PULL the pin at the top of the extinguisher that keeps the handle from being pressed. Break the plastic or thin wire inspection band.
2. P – POINT the nozzle or outlet toward the fire.
3. P – PRESS the handle above the carrying handle to discharge the contents inside.
4. S – SWEEP the nozzle back and forth at the base of the flames to speed the extinguishing agent.

OBJECTIVE 6

Answers should indicate the primary and secondary escape routes.

OBJECTIVE 7

List should include any ten (10) of the following:

- Ensure door frames are strong and solid.
- Consider a watch dog.
- Install and use door peepholes.
- Install electronic alarm equipment that can automatically contact authorities in the event of a burglary.
- Install dead-bolt locks on all exterior doors.
- Install special locks on sliding glass doors to prevent forced sliding and/or use a thick wooden dowel or broomstick in the track of the sliding door.
- Keep doors locked.
- Make certain all exterior doors have a solid wood or metal core.
- Make certain window locks are in working condition and are locked.
- Make the home visible by trimming trees and shrubs around the house which might cover doors or windows.
- Provide lighting in parking and walkway areas.
- Provide flood lights over exterior doors.

OBJECTIVE 8

1. Before connecting or disconnecting
2. By pulling the plug, not the cord
3. Out of the reach of children
4. At least one
5. Well-lighted and clean

OBJECTIVES 9-11

Evaluated on Assignment Sheets 1-3.

Page 1 of 1

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): **Housing and Home Furnishings**

UNIT NUMBER AND TITLE: **9 – Planning for Safety and Security**

TOTAL NUMBER OF TEST QUESTIONS **51**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **3**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-8	X
2	1-8	X
3	1-10	X
4	1	X
4	2-4	S
5	1-4	X
6	2	X
7	1-10	X
8	1-5	X

EXPLORING CAREERS IN HOUSING AND HOME FURNISHINGS

10

Required Activities and Resources - (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for using during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources - (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about the unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about careers in housing and home furnishings, using your textbook, reference book, magazines, or other resources.

Writing

R Have students write a one-page essay over the information read. The essay should provide an overview of the text information.

O Have students give an extemporaneous speech over the focus assignment.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have students repeat the Assignment Sheets until they achieve mastery. Complete each student's Competency Profile.

O Have students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the Introduction and Evaluation Criteria for the Job Sheet.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery. Complete each student's Competency Profile.

R Return the completed Job Sheet to the students so that they may use them for later reference if needed.

O Have students volunteer to read aloud the job guidelines, cautions, and warnings.

OBJECTIVE 1

Identify career opportunities in housing and home furnishings.

R Instruct students to complete Assignment Sheet 1 as a tool for summarizing personal interests.

O Show *Careers in Interior Design* and *Careers in the Home Furnishings Industry* to the class.

O Prepare a bulletin board identifying careers relating to the housing and home furnishings industry. Place a picture or drawing of a house in the center of the bulletin board with career opportunities branching out from it.

O Invite a representative from the area vocational or technical school or high school career counselor to visit with the class and discuss career and educational opportunities available in the housing industry.

O Arrange for a class trip to the nearest college or university home economics department. Ask college professors, housing students, and/or the housing department head to discuss educational opportunities and answer student questions. If a class trip is not possible, ask for representatives from the nearest higher education institution to visit the class and present information on how to obtain degrees related to housing and home furnishings.

O Arrange for a panel of people employed in the various areas of housing and home furnishings to present career information to the class. Allow class time for questions and answers.

O Instructors may want to refer to *Adult and Family Living*, Section B "Vocational Planning" and/or *Foundations for Living*, Volume II, Section B "Climbing the Career Ladder," for additional information, activity sheets, and supplemental assignments.

O Obtain and show *Careers in Construction*, a video that presents information on job duties, wages and salaries, job outlook, and education and training required in the construction field.

O Lead a class discussion by asking students to identify the kind and amount of education and/or training required for each career listed in Objective 1.

OBJECTIVE 2

Select from a list steps in making career decisions.

R Instruct students to complete Assignment Sheet 2.

O Instruct students to look through the classified advertisement sections of newspapers and collect advertisements that relate to the housing industry. Lead a class discussion asking students, "What do the advertisements indicate about available job opportunities in the housing industry?"

OBJECTIVE 3

List resources needed by an entrepreneur.

R Instruct students to complete Assignment Sheet 3. Encourage individualism, creativity, and variety as students develop the career plan that might best meet their individual needs and aspirations.

O Show the *Home Economics Recruiting Video.* The Oklahoma State University Home Economics Department produced this excellent video to enlighten students about the careers available in the home economics field. This innovative and entrepreneurial focus gives students (traditional and nontraditional) a unique view of what college offers and the opportunities in home economics.

O Lead a class discussion on the advantages and disadvantages of becoming an entrepreneur.

O Have each student review the entrepreneurial characteristics presented and write a brief paragraph comparing himself or herself to the characteristics. Ask students to describe the kinds of businesses they might like to own.

O Obtain and distribute copies of the *Skills for Employment* series of publications. Lead a class discussion on the information presented.

O Obtain and show *Open for Business*, Programs 1 and 2, a video series with interviews of six entrepreneurs who define, describe, and discuss advantages and disadvantages of being self-employed.

OBJECTIVE 4

Summarize personal interests. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

O Discuss the importance of identifying personal interests before considering career areas. Ask individual students to respond.

OBJECTIVE 5

Compare career opportunities. (Assignment Sheet 2)

R Make the videotape *Careers in the Home Furnishings Industry* available for students to use in completing the Assignment Sheet.

R Suggest additional resources, such as the *Occupational Outlook Handbook* and the *Dictionary of Occupational Titles*.

R See the general instructions for all Assignment Sheets.

OBJECTIVE 6

Develop a personal career plan. (Assignment Sheet 3)

R Explain each of the headings on the form.

O Discuss the value of a personal career plan in tracking progress toward career goals.

O Advise students to revise their personal career plan as needed.

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Focus Assignments

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of competency profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

OPTIONAL RESOURCES

Publications

- Drummond, Sarah E. *Skills for Employment* series. Home Economics Fact Sheet Nos. T-6102 through T-6106. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1989.

  ☑ **NOTE:** Home Economics Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078-0550, phone 405-744-5385.

Videos

- *Home Economics Recruiting Video*
- *Careers in Construction*
- *Careers in Interior Design*
- *Open for Business*

☑ **NOTE:** These and other career-related videos are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these videos from the Oklahoma Department of Vocational and Technical Education, Resource Center, ATTN: Media Specialist, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers may obtain information on ordering *Careers in Construction* from Chronicle Guidance Publications, Inc., Aurora St. Ext., P.O. Box 1190, Moravia, NY 13118-1190, (800) OCC PATH. *Open for Business* may be ordered from the Maryland State Department of Education, 11767 Bonita Ave., Owing Mills, MD 21117.

- *Careers in the Home Furnishings Industry*
- *The Entrepreneur*

  ☑ **NOTE:** Oklahoma teachers may order these video tapes from the CIMC. Out-of-state teachers may obtain information from Creative Educational Video, Inc., 5147-A 69th Street, P.O. Box 65265, Lubbock, Texas 79464, phone 800-922-9965, FAX 800-243-6398.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Craig, Hazel Thompson. *Homes with Character*, 5th ed. Mission Hills, California: Glencoe Publishing Company, 1987.
- *Foundations for Living, Volume II.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- *Housing, Design, and Furnishings.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- *Interior Design.* Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1989.
- Kicklighter, Clois E. and Joan C. Kicklighter. *Residential Housing.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1992.
- Lewis, Evelyn L. *Housing Decisions.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1986.
- Sherwood, Ruth F. *Homes: Today and Tomorrow.* Mission Hills, California: Glencoe Publishing Company, 1990.

ANSWERS

EXPLORING CAREERS IN HOUSING AND HOME FURNISHINGS

10

ASSIGNMENT SHEETS

OBJECTIVE 4

Assignment Sheet 1

Answers will vary depending on personal interests. Make sure all questions are answered.

OBJECTIVE 5

Assignment Sheet 2

Part 1

Answers will vary but should indicate that the student has done research and has done a thorough evaluation of the two careers compared.

Part 2

Answers will vary but should reflect a thought-out comparison of two career areas, and should include a discussion on which of the two careers the student feels he or she would choose and why.

OBJECTIVE 6

Assignment Sheet 3

Each student's method of reaching and expressing his or her career plan will vary. Evaluation should be based on the appropriate application of the materials covered in the course, as well as the use of resources, textbook information, and library materials.

WRITTEN TEST

OBJECTIVE 1

1. L
2. B
3. E
4. U
5. N
6. V
7. C
8. O
9. P
10. I
11. D
12. R
13. X
14. T
15. G
16. F
17. M
18. W
19. J
20. Z

OBJECTIVE 2

2, 3, 5, 6, 7, 8, 10, 11

OBJECTIVE 3

Answers should include any ten (10) of the following:

- Business contacts
- Capital (money)
- Communication skills
- Decision-making skills
- Enthusiasm
- Knowledge of subject
- Leadership ability
- Financial management skills
- Organizational skills
- Patience
- Problem-solving skills
- Self-confidence
- Self-motivation
- Time
- Willingness to risk

OBJECTIVES 4-6

Evaluated on Assignment Sheets 1-3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE): **Housing and Home Furnishings**

UNIT NUMBER AND TITLE: 10 — **Exploring Careers in Housing and Home Furnishings**

TOTAL NUMBER OF TEST QUESTIONS 43

TOTAL NUMBER OF BASIC SKILL QUESTIONS 42

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-20	E
2	1-12	E
3	1-10	E

Housing and Home Furnishings

Instructional Supplement

Reading

Science

Creative Thinking/
Problem Solving

Writing

Oral
Communication

Employability

Math

Interpersonal
or Relating

Social Studies

READING

Reading Comprehension

- If students have difficulty gaining factual information:
  - ☐ Remind students that they probably read for many reasons. One of these reasons is to learn new information. The reason you have for reading helps determine the way you read.
  - ☐ Have students discuss the different techniques they use when reading. Lead the discussion so that students realize that, when they read for fun, they may read quickly; they may skim some parts and read others more carefully. Reading for facts requires more care.
  - ☐ Suggest that one technique found to be successful includes the following steps:
    - ▸ Identify in advance what it is you want to learn. Be certain that before starting to read, you have a clear understanding of what you want to accomplish. It sometimes helps to list the questions to be answered.
    - ▸ If the material to be read includes a table of contents, study it to get an understanding of how the material is organized.
    - ▸ Scan through the material noting headings, highlighted information, illustrations, etc.
    - ▸ Read the material carefully. Take notes or highlight as you read, listing or marking the information you want to learn. Note key words and ideas.
    - ▸ Study your notes/highlighted material. Ask yourself if you found all you wanted to learn. If not, read the material again or locate another source for the information.
  - ☐ Tell students that they should find a personal technique for reading to learn factual information.
- If students have difficulty drawing conclusions:
  - ☐ Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.
  - ☐ Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.

- ☐ Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.
- ☐ Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. In more complex situations, it is often a good idea to take notes about possible conclusions as you work.

- If students have difficulty reacting to written material:
  - ☐ Explain to students that, in order to be able to react effectively to written material, the reader should first have an idea of what he or she is looking for in the material.
  - ☐ Discuss ways in which written material can prompt a reaction by the reader. (For example, a written warranty or guarantee can stimulate a consumer's letter of redress.) Ask students for other examples.

Research and Reference

- If students have difficulty selecting useful resources:
  - ☐ Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.
  - ☐ Help students learn how to locate each resource in libraries, resource centers, or media centers.
- If students have difficulty locating resources:
  - ☐ Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.
  - ☐ Have students volunteer to tell how they would locate the resources discussed. (Be sure they know how to locate each resource in libraries, resource centers, or media centers.) Discuss the use of the library's card catalog or its computerized location system.

Functional Reading

- If students have difficulty interpreting forms and records:
  - ☐ Remind students that interpreting forms and records is a skill they will be practicing throughout life. We must read and interpret forms or records almost daily. Have students volunteer to identify the types of forms or records they will encounter or have already encountered.

  - Compare the interpretation of forms and records to reading a page. Each part of the form or record has a specific purpose. Suggest that, when they have a form or record to interpret, students should carefully study the headings and the sections within the form or record, as well as the key or any other information that will help in understanding the meaning of the form or record.

- If students have difficulty following written instructions:

  - Discuss the possible consequences of not following instructions precisely.

  - Review the *importance* of following written instructions. Give appropriate scenarios when written instructions are not followed or are not followed completely and correctly.

  - Discuss the *relationship* between the order of written instructions and the appropriate outcome. Emphasize the need to follow written instructions in their proper order. Use examples where the order of instructions in a sequence is critical to the outcome of the task.

  - Explain to students that one of the keys to following written directions successfully is to read the directions completely before actually beginning to follow them. Doing this ensures that you will not be surprised as you work through the steps. It also gives you an opportunity to ask questions about steps you do not understand.

  - Tell students that, after they have read the directions and understand what to do, they should go back to Step 1 and follow the directions step-by-step (without skipping any steps). Remind students that it is important to follow steps in order, even if they think they already know what to do.

- If students have difficulty using content area vocabulary:

  - Remind students that nearly every occupation or group uses words that have specific, specialized meanings to others in the same occupation or group. Have them name and define some content area, technical, or "slang" words with which they are familiar.

  - Explain that using content area or technical words makes it easier for people within groups or occupations to communicate ideas accurately. Remind students that often the same word may have a generic meaning to the majority of people, but a very specific meaning within an industry.

  - Review key terms and concepts, so that students hear, see, write, and say them.

  - Have students suggest ways to learn the meanings of the vocabulary specific to what they are studying. Provide opportunities for students to practice using the terminology they will need.

- If students have difficulty interpreting abbreviations/acronyms:
    - ◻ Present examples of appropriate abbreviations and/or acronyms. Use actual examples from specific sources, such as newspapers, books, and others.
    - ◻ Ask students to interpret the examples. Give hints, if needed.
- If students have difficulty reading aloud:
    - ◻ Explain the difference between *talking* and *speaking*. Speaking involves using effective verbal skills (such as proper diction, grammar, pronunciation) as well as effective nonverbal skills (such as visible body movements, facial expressions and gestures, and posture) to communicate a message.
    - ◻ Review the phases of communication:
        - ▸ Speaking – Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

          ☑ **NOTE:** The speaker must use effective verbal skills (proper diction, grammar, pronunciation) as well as effective nonverbal skills (visible body movements, facial expressions and gestures, posture) to communicate a message.
        - ▸ Listening – Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

          ☑ **NOTE:** Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying–rally hearing the speaker's message.
    - ◻ Review the elements of proper voice quality when reading aloud: proper pitch, articulation, force, and pronunciation. (Define these elements first.)

WRITING

Language

- If students have difficulty using standard grammar, spelling, and capitalization:
    - ◻ Discuss the importance of using standard grammar and correct spelling, punctuation, and capitalization. Include the fact that it is more difficult to read and understand incorrectly-written materials, and that readers will take correctly-written materials more seriously.

- List common errors in grammar, spelling, punctuation, and capitalization in materials written by your students. Review this list with the class or with individuals.

- Help students to develop a checklist to use as they write, edit, and proofread. Each student can personalize his or her own checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest that the student keep a personal dictionary of frequently used or misspelled words.

- Have students work with partners or in groups and review each others' writing. Allow time for students to discuss the comments with their partners or groups.

- Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for students to review, revise, or correct their writing.

- If students have difficulty stating ideas clearly:

  - Remind students to determine in advance the ideas they want to convey and the audience they want to reach. Audience analysis is very important in presenting ideas clearly and appropriately.

  - State that audience analysis begins early, such as when students are doing their research. They must describe their intended audience and decide how to best present their ideas to that audience. Options for communicating with the audience include written reports, charts, graphs, diagrams, etc. Explain how the audience influences the way in which the information is presented (such as very simple text with pictures, for children; a great deal of background information, for people who know nothing about or very little about the subject; or, little background but more complex information, for experts).

  - Have students work with a partner or in a small group. Provide time for them to share ideas with each other and make suggestions for making ideas clearer.

  - Remind students that careful preplanning and the use of correct grammar, spelling, punctuation, and capitalization are especially important if their ideas are to be clearly understood by the intended audience.

Composition

- If students have difficulty using complete sentences:

  - Remind students that complete sentences should be used in all writing assignments requiring paragraphs. Discuss what makes a group of words a sentence. Have students practice recognizing complete sentences using either exercises from any grammar/language arts text or self-prepared sentence activities.

- Have students volunteer to compose complete sentences using words or topics you suggest. Write the sentences on the board. Have other students analyze the sentences to determine if they are complete. If not, have a volunteer rewrite them as complete sentences.
- Review the definition of "sentence fragment."
- Ask students for the three things needed for a complete sentence: subject, verb, and complete thought.
- Create samples of complete sentences and sentence fragments. For each sample, ask students whether each is a complete or fragmented sentence. Ask whether each sample answers the questions "who or what did something?" and "what happened?" For those samples identified as sentence fragments, ask students for one or more ways of completing the sentences. Continue until you are sure that students are comfortable with this method for determining if a sentence is complete.
- Stress the importance of using complete sentences in all "sentence or paragraph" style writing.

- If students have difficulty using topic sentences:
  - Remind students that paragraphs usually tell about one main idea and that most paragraphs should have a topic sentence that identifies the main idea. Even though the topic sentence is often the first sentence in the paragraph, it does not have to be. However, it should tell readers what they will read about and make them want to continue reading.
  - Have students volunteer to compose topic sentences using main ideas or topics you suggest. Write the sentences on the board. Have other students analyze the sentences to determine if they are topic sentences. If not, have a volunteer rewrite them.
  - Stress that writing good topic sentences makes their writing clearer and easier to read and understand. It also can help them keep their thoughts organized.
  - Review the characteristics of a paragraph: develops one main idea, contains a topic sentence, and is indicated by an indented first sentence.
  - Review the characteristics of a topic sentence: it usually appears as the first or second sentence in a paragraph, although it may appear in the middle or at the end; it tells the reader what the paragraph is about; and it is developed (expanded) by the other sentences in the paragraph.
  - Have students practice identifying the topic sentence in sample paragraphs. Ask them to support their choices in each case. (Choose sample paragraphs in advance that have topic sentences in different positions within the paragraph.) For each topic sentence identified, show how the topic sentence is developed by the other sentences in the paragraph.

- If students have difficulty using introductory/closing paragraphs:
    - Review the purposes of the introductory paragraph: to state what the composition is about, and to create interest. Explain that the introductory paragraph may begin with a question, a direct statement about the topic, or general background information. Discuss samples of introductory paragraphs.
    - Compare the terms "topic sentence" and "thesis statement" in terms of their purposes and positions within the introductory paragraph. Point out that topic sentences are broad, general statements, while the thesis statement is a very specific statement of what the composition is about (the main idea). While the topic sentence may appear in different places in a paragraph, the thesis statement is the last sentence in the introductory paragraph.
    - Review the purpose of the closing paragraph: summarizing what has been said in the body of the composition. Explain that in the closing paragraph, the writer may ask a question, take a stand, present an opinion, or rephrase the main idea (thesis statement). Point out that students should never include new ideas in the closing paragraph. Discuss samples of closing paragraphs.
- If students have difficulty composing reports:
    - List the steps that students should follow when composing a report. These steps should include the following:
        - Identify the topic to be researched.
        - Decide what you must know about the topic. Then, write the questions that, when answered, will tell you what you want to know.
        - Identify sources of information for answering your questions.
        - Take notes, using the sources identified.
        - Write the report from your notes. Write a first draft, then edit and revise the draft by asking if it contains all of the information needed.
        - Proofread the final draft for spelling, grammar, format, and any special requirements.
    - See also the instructional supplements for "Research Skills."
- If students have difficulty constructing graphics and symbols:
    - Remind students that interpreting a graphic is very similar to reading a page. Each part of the graphic or symbol has a meaning within the art.
    - Suggest that, when they have a graphic, chart, diagram, or table to interpret, they should carefully study the art and compare it to any similar pieces encountered. They should also study the key or any other information that will help in understanding the graphic.

- ☐ Review the symbols being used. Discuss the purposes for each symbol. Discuss the importance of memorizing the symbols.
- ☐ Discuss sample graphics and the purposes for each. Create or locate other examples of graphics and ask students to interpret them.
- ☐ Explain the importance of correctly interpreting graphics and symbols. Describe possible consequences of incorrect interpretations.

Research

- If students have difficulty taking notes:
  - ☐ Remind students of the importance of note-taking to the preparation of the final product. Explain that, because notes are for the student's own use, students should develop their own note-taking style. It will also be easier to prepare the final product if students take notes in their own words (instead of copying directly from the original source).
  - ☐ Have students volunteer to discuss some of their own note-taking techniques. Suggest that others may wish to experiment with some of these techniques.
- If students have difficulty creating a bibliography:
  - ☐ List different standards for creating bibliographies, such as the Gregg Reference Manual, the APA manual, and others. Show students how to use the different sources.
  - ☐ Illustrate samples of bibliographic reference notes. Point out their integration within a composition, the ways in which they are referenced on the page on which they appear, and the layout of a separate page for bibliographic references.
  - ☐ Discuss techniques for recording bibliographic references while preparing to write a report. Point out the use and benefits of a system of index cards.

Functional Writing

- If students have difficulty completing forms and records:
  - ☐ Remind students to first decide what information is being requested. Examine the structure of the forms used. This saves time by identifying the needed information so that time will not be spent on unwanted information.
  - ☐ Tell students to plan responses carefully before putting them in a final form. If the responses call for sentence or paragraph information, it is always a good idea to write the response in rough draft form, then edit, proofread, and rewrite the draft in a final form. Stress the importance of accurate, legible records.

- If students have difficulty writing letters:
  - Review basic purposes of letters: to communicate and to achieve desired results. Give examples of letters with specific purposes.
    - Discuss the different formats for letters: block, modified block, simplified, etc.
    - Review the parts of the letter.
    - Review guidelines for typing/preparing letters.
  - Refer the student to a reference book for greater detail about letters such as *The Gregg Reference Manual* and others.

MATHEMATICS

Operation and Calculation

- If students have difficulty calculating with whole numbers:
  - Review basic skills in addition, subtraction, multiplication, and division.
  - Review mathematical terminology. (For example, "compare" indicates that you must subtract.)
  - Suggest the use of a calculator to check answers.
- If students have difficulty calculating with fractions:
  - Review the appropriate procedure for adding, subtracting, multiplying, or dividing with fractions.
  - Demonstrate sample calculations using the appropriate procedure(s).
- If students have difficulty calculating with decimals:
  - Show how the decimal system is based on groups of ten.
  - Demonstrate how our money system is a decimal system.
  - Review addition, subtraction, multiplication, and division skills using decimals. Demonstrate sample calculations.

- If students have difficulty solving formulae and equations:
  - ☐ Review the components of each formula or equation, including abbreviations and terminology.
  - ☐ Review any special notation, such as exponential notation.
  - ☐ Review the operation(s) involved such as addition, subtraction, multiplication, and division. Solve sample formulae or equations, then ask the student to solve other samples. Guide the student's work as needed.
  - ☐ Refer the student to the appropriate section(s) of textbooks and other resources, if needed.

Math Application

- If students have difficulty solving word problems:
  - ☐ Discuss the approach to solving word problems. Instruct students to read the information carefully, noting the key elements of the problem.
  - ☐ Solve a sample word problem similar to the problems to be solved by students.
- If students have difficulty solving percent problems:
  - ☐ Discuss the approach to solving percent problems.
  - ☐ Solve a sample percent problem similar to the problems to be solved by students.

Data Analysis and Display

- If students have difficulty collecting/recording data:
  - ☐ Suggest that students first decide how the data will be collected and recorded. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific data that will be collected. This preparation allows you to devote careful attention to your work.
  - ☐ Stress the importance of accuracy in recording data. Review any appropriate symbols, abbreviations, and other tools.

Functional Math

- If students have difficulty making measurements:
  - ☐ Remind students that a key to making accurate measurements is to understand the techniques used for the type of measurement being made.

  - Suggest that students ask questions such as: How should the measurement be recorded (nearest inch)? What should be used to make the measurement? Are there special instructions that should be followed? Understanding what is expected and what must be learned makes the measuring task easier.
  - Review what is to be measured, the tools to be used, and any special instructions to be followed. Allow students time to practice using and reading the tool or measuring device.
  - Review the units of measure in the English and metric systems, if appropriate.
  - Demonstrate the correct procedure for making the required measurement(s).

- If students have difficulty preparing a budget:
  - Compare the concepts of fixed expenses and variable or flexible expenses. Give examples of each.
  - Show common formats for preparing budgets.
  - Review the components of the budget.
  - Discuss any rules that apply to the calculation of specific budget components (such as setting aside one-third of net monthly income for housing expenses, etc.).
  - Review the basic skills in mathematics that apply to budget preparation.

- If students have difficulty using a calculator for computation:
  - Demonstrate on a typical calculator the features to be used for computation.
  - Have students practice with their own calculators. Refer students to the operating instructions for their calculators for specific information.

ORAL COMMUNICATIONS

Oral Presentation

- If students have difficulty making informative presentations:
  - Emphasize the value of carefully plan what students want to say and how they want to say it.

- Name an audience and a topic. Have students discuss ways to make an informative presentation to the audience about a given topic. Have them think about ways of relating the topic to the audience. Ask them how they would change the presentation if the audience were different.
- Remind students that visual or audio materials sometimes help make presentations more informative and easier to understand.

Listening

- If students have difficulty applying active listening skills:
  - Remind students that they spend much of their time listening to what other people are saying. Ask them if they have ever tried, unsuccessfully, to remember what someone said. Explain that this happens to almost everyone. Ask why they think this happens.
  - Discuss the importance of listening carefully and attentively to conversations, discussions, and interviews. Explain that students should always have a purpose for listening and should always keep that purpose in mind while listening. Suggest that they take notes or record interviews or discussions that they need or want to remember or use later.
  - Encourage students to become familiar with the subject matter before communication begins.
  - Have students practice listening to and repeating information.
  - Present some helpful guidelines for effective listening, such as being ready to listen, focusing on the speaker, and maintaining eye contact with the speaker.

Interactive Communications

- If students have difficulty conducting interviews:
  - Remind students to always either record the interview in detail or take notes; instead of relying on memory.
  - Discuss the importance of being prepared for an interview. Suggest that students always take a written list of questions to ask.
  - Remind students to thank the person being interviewed, after the interview. For additional suggestions, see the section on questioning techniques.

INTERPERSONAL OR RELATING

General Relating

- If students have difficulty applying information to life experiences:
  - Remind students that what they are learning in school should have some application to everyday life. Tell them that as they study new topics or subjects, they should think about how they will be able to use the information in their lives. Explain how the connection may be easy to identify (like studying how to budget money) or more difficult, because some subjects serve as the basis for other skills.
  - Relate selected subjects and topics that students have studied or are studying to their lives. (Being able to see a reason for studying often helps the student learn the information or retain it longer.)

CREATIVE THINKING/PROBLEM SOLVING

Cognitive Activities

- If students have difficulty collecting/recording information:
  - Suggest that they first decide how and where the information will be collected and recorded. It is also very helpful to identify how the information will be used. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific information to be collected. This preparation allows you to devote careful attention to your work.
  - Research and outline for students the steps in using any of the following "tools" for collecting/recording information: brainstorming, brainwriting, checksheets, interviewing, and surveying.
- If students have difficulty analyzing/synthesizing information:
  - Define the terms "analyze" and "synthesize." Compare and contrast their meanings.
  - Remind them that to analyze they must break the information down into all its component parts in order to understand it.
  - Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.

  - Explain that it is usually necessary to learn about complex items or things by examining their make-up or parts, such as studying body structure by examining each individual system or studying auto mechanics by examining the different automobile systems.

  - Also explain that it is sometimes necessary to then study the whole item or thing by studying how the parts work together to make the whole item work. This examination helps us identify and compare the relationships the parts have with each other.

  - Help the students understand the concepts by asking what they would do if they turned on a light and nothing happened. Lead them to discuss that they would probably first check to see if the light was plugged in or if the bulb was burned out. Plugging it in or replacing the light bulb might make the light come back on.

  - Then ask the students what they would do if the light still didn't work. Lead them to the conclusion that they should check to see if all the electricity was off. If it is, they will have to think about what they know about the whole electrical system—what are its parts. Identifying the parts of the whole will help them identify the problem.

- If students have difficulty drawing conclusions:

  - Remind students that when they conduct an experiment, perform a job task, or discuss a subject, they will often be asked to draw conclusions. Give examples of such situations.

  - Explain that, before conclusions can be drawn, students must first observe carefully what is happening and why it may be happening. Suggest that, with complex experiments, a good set of notes taken while conducting the experiment can help in drawing conclusions.

  - Have students practice drawing conclusions. When possible, choose situations appropriate for the occupation or subject (such as an actual experiment, etc.). Or, use a general situation using photographs or a videotape without the volume. Ask students to state what is happening in each picture (their conclusion). Have students support their conclusions.

- If students have difficulty identifying/developing alternatives:

  - Look at the original item/solution requiring an alternative. Identify for students the criteria in the original that must also be met by any alternative.

  - Discuss the variables that could be changed to create an alternative.

- If students have difficulty selecting an alternative:

  - To identify/develop alternatives, discuss the characteristics of an alternative. Ask which factors in the problem or situation create the opportunity for more than one possible choice. Have students brainstorm alternatives to a sample problem or situation that you create.

  - To evaluate and select alternatives, suggest that students begin by listing the criteria which must be met by any alternative. Then, they can judge potential alternatives in terms of the criteria.

- If students have difficulty creating a finished product:

  - Have them to go back to the beginning and reidentify what it was they wanted to accomplish. Have them ask themselves how they intended to accomplish this and why it has been difficult to accomplish. Have them decide if their original idea is "do-able" or if they should decide on a new final product that they will be able to complete.

  - Be sure that the students realize that one of the most important aspects of creating a finished product is the planning of the desired finished product.

- If students have difficulty transferring knowledge/training to new situations:

  - Remind the students that everything they do makes use of information that they already know. Tell them that this process of using known information often happens subconsciously. When you identify an animal as a dog, you use already known information—you know what dogs look and act like so you can recognize a dog.

  - Tell the students that when they encounter a situation or a question they aren't familiar with, they should examine it carefully to identify what they already know that will help them solve the problem or answer the question. For practice, use examples such as the following:

  - A baby you are caring for starts crying. You don't know why, but you do want to make her stop. How do you know what to try? Begin by thinking carefully about what you know about why babies cry. (hungry, diaper needs changing, wants attention, sick) Identifying what you already know gives you ideas to try that might make the baby stop crying.

  - Remind the students that when trying to solve a problem or answer a question, they should always identify what they know by thinking about similar situations, problems, or questions they have faced. This will help them with find the answer.

- If students have difficulty developing an action plan:

  - Define an "action plan." An action plan assigns specific tasks to individuals or groups and states the date on which these tasks must be completed.

  - State the purposes of action plans. Encourage students to write these points down for reference:

    - They set up logical steps for accomplishing objectives.

    - They show achievement milestones.

    - They assign ownership to individuals and empower them.

    - They provide a basis for cooperation and recognition.
    - They describe how resources will be distributed.

  - Research and outline for students the steps in using any of the following "tools" for planning actions: flowcharts, PERT charts, and Gantt charts.

EMPLOYABILITY

Job Search/Selection

- If students have difficulty analyzing personal occupational aptitudes/preferences:
  - Define "aptitude" as a natural talent. Give examples, then ask students for personal examples.
  - Define "preference" as a personal choice or favorite. Give examples, then ask students for personal examples.
  - Explain how aptitudes, preferences and personal interests (such as hobbies) can relate to a career choice and how they can be helpful in the career decision-making process. Match examples of career areas to examples of aptitudes, preferences, hobbies and other personal interests relating to each career area. Ask students to provide additional examples.
- If students have difficulty investigating employment prospects of a career field/occupation:
  - Introduce sources of occupational information: *Occupational Outlook Handbook, Dictionary of Occupational Titles, Guide for Occupational Exploration,* and computerized guidance programs. Invite a career development specialist, librarian or other resource person to discuss career exploration and the sources of occupational information.
  - Have students analyze classified advertisements from newspapers, magazines, and trade publications for a picture of current employment prospects.
- If students have difficulty investigating training requirements for a career field/occupation:
  - Introduce sources of occupational information: *Occupational Outlook Handbook, Dictionary of Occupational Titles, Guide for Occupational Exploration,* and computerized guidance programs. Invite a career development specialist, librarian or other resource person to discuss career exploration and the sources of occupational information.

  - Review interviewing skills and ask students to interview someone in a desired career field/occupation.
  - Identify relevant industry and trade associations; ask students to contact them for specific career field/occupational requirements.

- If students have difficulty developing a personal career path:
  - Outline the steps in career decision-making:
    - Gather personal information (interests, aptitudes, skills, values).
    - Identify occupations and career interest areas.
    - Compare job information to interest areas.
    - Define career goal.
    - Develop a plan of action.
    - Evaluate and revise plan of action as needed.
  - Introduce sources of occupational information: *Occupational Outlook Handbook, Dictionary of Occupational Titles, Guide for Occupational Exploration,* and computerized guidance programs. Invite a career development specialist, librarian or other resource person to discuss career exploration and the sources of occupational information.
  - Create a format for a personal plan of action, or ask students to design a plan.

Housing and Home Furnishings

Instructor's Resource Package

LAP Sheets

Transparency Masters

Written Tests

Developed by the
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for the Division of Home Economics Education
Oklahoma Department of Vocational and Technical Education

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LAP SHEET

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the Introduction, Unit Objective, and Specific Objectives.

3. **Do** ___ the Focus Assignments.

4. **Stop** ___ and have your instructor evaluate your work from the Focus Assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, Objective(s) 1.

6. **Do** ___ Assignment Sheet 1.

7. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

8. **Study** ___ the Information Sheet, Objective(s) 2.

9. **Do** ___ Assignment Sheet 2.

10. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

11. **Study** ___ the Information Sheet, Objective(s) 4 and 5.

12. **Do** ___ Assignment Sheet 3.

13. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

14. **Do** ___ Assignment Sheet 4.

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15. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

16. **Study** ___ the Information Sheet, Objective(s) 6 and 7.

17. **Do** ___ Assignment Sheet 5.

18. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

19. **Study** ___ the Information Sheet, Objective(s) 8 and 9.

Optional: Read ___ the handout *Solar Energy and You*. Ask your instructor if a copy is available.

20. **Do** ___ Assignment Sheet 6.

21. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

22. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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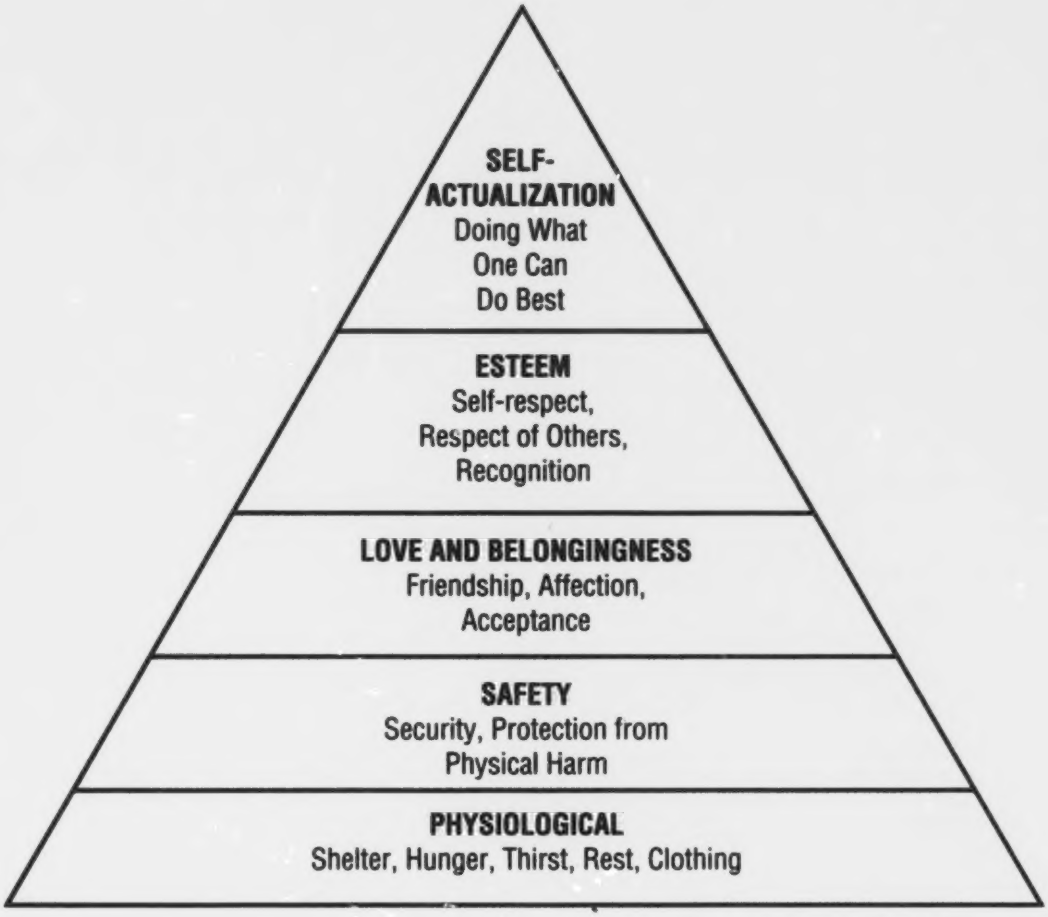
Hierarchy of Needs


SELF-ACTUALIZATION
Doing What One Can Do Best
ESTEEM
Self-respect, Respect of Others, Recognition
LOVE AND BELONGINGNESS
Friendship, Affection, Acceptance
SAFETY
Security, Protection from Physical Harm
PHYSIOLOGICAL
Shelter, Hunger, Thirst, Rest, Clothing

Adapted from Maslow's hierarchy of needs.

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WRITTEN TEST

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________ Score __________

OBJECTIVE 1

List factors influencing personal space needs.

1. ______________________
2. ______________________
3. ______________________

OBJECTIVE 2

Match types of sensory cues with their descriptions. Write the correct letters in the blanks.

A. auditory
B. autocracy
C. kinesthetic
D. olfactory
E. oratory
F. palatable
G. thermal
H. visual

____ 1. Experienced through hearing

____ 2. Experienced through body movement

____ 3. Relating to heat

____ 4. Relating to the sense of smell

____ 5. Relating to sight

OBJECTIVE 3

Explain in writing the effects of sensory cues on living space design. Choose three (3) of the sensory cues and explain the effects of each.

1. ______________________

____

____

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2. ____

____

____

3. ____

____

____

OBJECTIVE 4

Match human needs met by housing to their descriptions. Write the correct letters in the blanks.

A. balance
B. community
C. privacy
D. seclusion

E. security
F. shelter
G. space

_____ 1. A psychological need for housing that allows distance from others

_____ 2. A secondary need for housing that provides a sense of belonging and protection from physical danger

_____ 3. The primary need for housing that provides protection from the elements

OBJECTIVE 5

List factors affecting needs for space in a home. List three (3) of the factors.

1. ____

2. ____

3. ____

OBJECTIVE 6

Select from a list considerations for designing or adapting space in housing. Write an "X" in the blank before each correct answer.

_____ 1. Furniture trends

_____ 2. Room size

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____ 3. Housing trends

____ 4. Special needs

____ 5. Illusion of space or size

____ 6. Seasons of the year

____ 7. Living space expansion or extension

____ 8. Traffic lanes or patterns

____ 9. Undefined areas

____ 10. Storage

____ 11. Wall color

____ 12. Well-defined areas

____ 13. Family space needs

____ 14. Lifespan needs

OBJECTIVE 7 **List lifestyle characteristics that affect housing needs.**

1. ____________________

2. ____________________

3. ____________________

OBJECTIVE 8 **Identify housing needs for specific stages of the family life cycle.** For each life cycle stage, describe the type of housing that would be appropriate.

1. Middle-age; the time when children leave home until the couple retires

   ____

2. Preschool years; couple with oldest child between 3 and 6 years

   ____

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3. Retirement; the time from retirement until death of both spouses

____

4. Newly-married couple; no children

____

5. Adolescent years; couple with oldest child between 13 and 18 years

____

OBJECTIVE 9

Discuss in writing factors which have an impact on housing trends. Discuss five (5) of the factors.

1. ____

____

____

____

2. ____

____

____

____

3. ____

____

____

____

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4. ____

____

____

____

5. ____

____

____

____

OBJECTIVES 10-15

Evaluated on Assignment Sheets 1-6.

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LAP
SHEET

EVALUATING HOUSING ALTERNATIVES

2

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. **Read** ___ the Introduction, Unit Objective, and Specific Objectives.
3. **Do** ___ the Focus Assignments.
4. **Stop** ___ and have your instructor evaluate your work from the Focus Assignment. After your work has been evaluated, follow your instructor's recommendations.
5. **Study** ___ the Information Sheet, Objective(s) 1 and 2.
6. **Do** ___ Assignment Sheet 1.
7. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.
8. **Study** ___ the Information Sheet, Objective(s) 3.
9. **Do** ___ Assignment Sheet 2.
10. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.
11. **Study** ___ the Information Sheet, Objective(s) 4-6.
12. **Identify** ___ past and present housing materials and building practices. Compare building quality and workmanship, past and present, in terms of advantages and disadvantages. Use textbooks and other resources provided by your instructor.
13. **Do** ___ Assignment Sheet 3.
14. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

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15. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

16. **Study** ___ the Information Sheet, Objective(s) 7.

17. **Study** ___ copies of leases, provided by your instructor. Note any similarities and differences.

18. **Do** ___ Assignment Sheet 4.

19. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

20. **Study** ___ the Information Sheet, Objective(s) 8 and 9.

21. **Do** ___ Assignment Sheet 5.

22. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

23. **Study** ___ the Information Sheet, Objective(s) 10-12.

Optional: Identify ___ terms associated with buying a house, using the publications *Wise Home Buying* and *Home Buyer's Vocabulary*. Study the terms and their definitions.

24. **Do** ___ Assignment Sheet 6.

25. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

26. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN TEST

EVALUATING HOUSING ALTERNATIVES

2

Name ______________________________ Score __________

OBJECTIVE 1

Name housing alternatives. Name any eight (8) alternatives.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

OBJECTIVE 2

Select from a list factors influencing the choice of housing alternatives. Write an "X" in the blank before each correct statement.

____ 1. Alternatives available in the area

____ 2. Exterior paint color

____ 3. Financial resources available for housing

____ 4. Location

____ 5. Mobility

____ 6. Name of street

____ 7. Personal preferences

____ 8. Personal and family needs and standards

____ 9. School districts

____ 10. Reputation of builder

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OBJECTIVE 3

List factors influencing the choice of where to live. List eight (8) factors.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

OBJECTIVE 4

Identify advantages and disadvantages of renting,buying, and building. Write an "A" in the blank if the statement reflects an advantage. Write a "D" in the blank if the statement reflects a disadvantage.

Renting

_____ 1. Flexibility and mobility

_____ 2. Less stable neighborhoods

_____ 3. Less future stability

_____ 4. Less responsibility for upkeep and repairs

_____ 5. Less financial risk

_____ 6. Monthly fixed cost

_____ 7. No tax savings

_____ 8. No equity

_____ 9. Possibility of monthly payment increases

_____ 10. Possibility of special features, such as recreational facilities or security systems

_____ 11. Possibility of shared social activities

_____ 12. Restraints on personal decorating

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Buying

_____ 13. Control over decorating

_____ 14. Equity

_____ 15. Establishment of good credit rating

_____ 16. Financial investment

_____ 17. Financial risk

_____ 18. High initial cost

_____ 19. Higher monthly payment

_____ 20. Less mobility

_____ 21. Long-term commitment

_____ 22. Personal satisfaction and sense of belonging

_____ 23. Privacy

_____ 24. Relatively stable monthly payment

_____ 25. Responsibility for upkeep and repairs

_____ 26. Tax deductions

Building

_____ 27. May cost more per square foot

_____ 28. Designed and built to meet the needs of a specific household

_____ 29. May look bare around the outside until yard and landscape have time to be developed

_____ 30. Requires time and patience for completion

_____ 31. Tailored to the building site

_____ 32. Uniquely different from all other houses

May be photocopied for student use.

OBJECTIVE 5

Distinguish between advantages and disadvantages of existing housing and new housing. Write an "E" in the blank if the statement relates to existing housing. Write an "N" in the blank if the statement relates to new housing.

_____ 1. Do-it-yourselfers may enjoy making minor repairs

_____ 2. May be easier to obtain financing

_____ 3. Minimal maintenance costs for several years

_____ 4. Established neighborhoods

_____ 5. Cost of redecorating

_____ 6. More energy efficient heating and cooling systems

_____ 7. Newly established neighborhoods

_____ 8. Structural damage possible

_____ 9. Clean and in good condition

_____ 10. Possible expense of repairs or replacement

_____ 11. Homeowners warranty plan protects against construction flaws

_____ 12. May require smaller down payment

_____ 13. Not as energy efficient

_____ 14. May have construction and materials that would be costly to duplicate

_____ 15. Unlandscaped home site

_____ 16. Houses have "personality"

_____ 17. May lack adequate closet and storage space

_____ 18. May require a large down payment to purchase

_____ 19. Unexpected costs

May be photocopied for student use.

_____ 20. May have established landscaping

_____ 21. Expensive to build

_____ 22. Modern facilities

OBJECTIVE 6

List common responsibilities of a renter and a homeowner. List four (4) responsibilities of a renter and five (5) of a homeowner.

Renter

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Homeowner

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 7

State in writing the information frequently included in a lease. State any ten (10) points.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

May be photocopied for student use.

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

OBJECTIVE 8

Identify sources of information about available housing. Identify five (5) sources.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

OBJECTIVE 9

Interpret common abbreviations in advertisements for housing. Write the interpretations in the spaces provided.

1. $600/mo ____________________
2. +util ____________________
3. 3 br, 1½ ba ____________________
4. Appl incl ____________________
5. Appt only ____________________
6. Avail 11-1 ____________________
7. C/A ____________________
8. C/fans ____________________
9. D/W ____________________
10. Dep ____________________
11. FP ____________________

May be photocopied for student use.

12. Furn ______________________________

13. Gar ______________________________

14. Ldry ______________________________

15. Lux 2 br ______________________________

16. Refs req ______________________________

17. SF ______________________________

18. W/D ______________________________

OBJECTIVE 10

Arrange in order the steps in buying a house. Write the correct number (1-9) in the blanks.

_____ A. Close the purchase by signing all legal documents and obtaining the house deed which transfers the title from the seller to the buyer.

_____ B. Contact a trusted real estate agent.

_____ C. Have a professional appraiser estimate the quality and value of the home.

_____ D. Have the title investigated and cleared.

_____ E. Inspect potential purchase home for defects and assess desirability of location.

_____ F. Make an offer on the house and enter into a sales agreement with the seller.

_____ G. Obtain financing by securing a mortgage from a lender.

_____ H. Pay closing costs.

_____ I. Provide "earnest" money to be kept in escrow.

OBJECTIVE 11

Arrange in order the steps in leasing a house or apartment. Write the correct numbers (1-9) in the blanks.

_____ A. Check available services and facilities.

May be photocopied for student use.

_____ B. Consult real estate agencies, family and friends, and local newspaper classified advertisements to determine what is available.

_____ C. Determine location, type of dwelling, and financial obligation desired.

_____ D. Find out what bills are paid with the rent and what bills are the tenant's responsibility.

_____ E. Inspect the house or apartment that is to be rented.

_____ F. Keep a copy of the lease for personal records.

_____ G. Note how much security deposit is required, how much rent is to be paid, what day rent is due, and to whom it should be paid.

_____ H. Read the lease or written agreement carefully.

_____ I. Sign the lease after *all* blanks have been filled in and all questions answered.

OBJECTIVE 12

List points to inspect in a house, apartment, or mobile home. List eight (8) points.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

OBJECTIVES 13-18

Evaluated on Assignment Sheets 1-6.

May be photocopied for student use.

LAP SHEET

FINANCING HOUSING ALTERNATIVES

3

Check the blank as you complete each step.

1. Take ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. Read ____ the Introduction, Unit Objective, and Specific Objectives.

3. Do ____ the Focus Assignments.

4. Stop ____ and have your instructor evaluate your work from the Focus Assignment. After your work has been evaluated, follow your instructor's recommendations.

5. Study ____ the Information Sheet, Objective 1.

Optional: Review ____ copy of *Answers: The 93 Most Frequently Asked Questions and Answers About Buying or Selling a Home.* Ask your instructor if a copy is available.

6. Study ____ the Information Sheet, Objective 2. Calculate the realtor's fee based on the information in the NOTE and the figures provided by your instructor.

Optional: Meet ____ with a real estate agent. Discuss what each fee listed in Objective 2 actually covers and what the average cost for each fee might be.

7. Study ____ the Information Sheet, Objective 3.

Optional: Review ____ a copy of *Balancing Your Housing Needs and Resources.* Ask your instructor if a copy is available.

8. Study ____ the Information sheet, Objective 4.

Optional: Meet ____ with a bank loan officer. Discuss qualifications for loans, payment methods, and credit histories.

May be photocopied for student use.

Optional: Obtain ____ from a bank or loan company a chart comparing the total cost of housing with rate of interest and years of loan.

9. Study ____ the Information Sheet, Objectives 5 and 6.

Optional: Review ____ a copy of *Alternative Mortgages* and *Housing Decision #4: Home Financing*. Ask your instructor if a copy is available.

10. Study ____ the Information Sheet, Objective 7.

11. Do ____ Assignment Sheet 1.

12. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

13. Study ____ the Information Sheet, Objective 8.

14. Do ____ Assignment Sheet 2. Ask your instructor about additional scenarios that illustrate costs over a 20-year and 30-year period.

15. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

16. Do ____ Assignment Sheet 3.

17. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

18. Study ____ the Information Sheet, Objective 9.

Optional: Read ____ current newspapers and magazines. Look for articles concerning the national economy and how it is affecting the housing industry.

19. Take ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

WRITTEN TEST

FINANCING HOUSING ALTERNATIVES

3

Name ______________________________ Score __________

OBJECTIVE 1

Select from a list factors affecting the cost of a house. Write an "X" in the blank before each correct answer.

____ 1. Size of house

____ 2. Gender of buyer

____ 3. Age of home

____ 4. Remodeling

____ 5. Availability

____ 6. Type of house

____ 7. House paint color

____ 8. Location

____ 9. Number of windows

____ 10. Occupation

____ 11. Design

____ 12. Taxes and assessments

____ 13. Age of buyer

____ 14. Economy

____ 15. Carpet color

May be photocopied for student use.

OBJECTIVE 2

Distinguish between the standard closing costs of a home buyer and a home seller. Write a "B" in the blank if the statement reflects a buyer's cost. Write an "S" in the blank if the statement reflects a seller's cost. Some statements may have more than one answer.

____ 1. Settlement fee

____ 2. Attorney's fee

____ 3. Credit report

____ 4. Deed transfer tax

____ 5. Homeowner's insurance

____ 6. Inspections

____ 7. Notary public fee

____ 8. Processing the loan (origination fee)

____ 9. Appraisal fee

____ 10. Recording of mortgage and deed

____ 11. Survey charge

____ 12. Preparation of deed (title)

____ 13. U.S. documentary tax

____ 14. Prorated taxes and insurance

____ 15. Realtor's fee

____ 16. Title insurance/title search

____ 17. Application for liens

____ 18. Points

OBJECTIVE 3

List factors influencing the ability to pay for housing.

1. ____

2. ____

May be photocopied for student use.

3. ____

4. ____

OBJECTIVE 4

Select from a list factors used by lenders in determining qualifications for a housing loan. Write an "X" in the blank before each correct answer.

____ 1. Credit card limits

____ 2. Credit history

____ 3. Job title and employee benefits

____ 4. Cash available for home improvements

____ 5. Monthly income and job stability

____ 6. Condition and value of property to be purchased

____ 7. Paint color and size of property to be purchased

____ 8. Maximum payment ratio required for type of loan

____ 9. Cash available for down payment and closing costs

____ 10. Indebtedness

OBJECTIVE 5

Distinguish among types of mortgages. Write the correct letters in the blanks.

A. Adjustable rate mortgage (ARM)
B. Conventional
C. Farmer's Home Administration (FmHA)
D. Federal Housing Administration (FHA) insured
E. Graduated payment
F. Privately insured
G. Variable-rate
H. Veterans Administration (VA) guaranteed

____ 1. Enables home buyers to purchase a larger house than can be afforded on their current income; payments increase over the duration of the loan until large enough to amortize the loan; 20-30 percent down payment required

____ 2. Traditional fixed-rate mortgage made by a savings institution to a borrower; lender's protection for loan repayment is the value of the property and equity or down payment of the purchaser; loan has maturity of 20-30 years; down payment equals 20-30 percent of the property value

____ 3. Government aid provided through the Department of Agriculture in financing of housing in small towns and rural areas; repayment period may be as long as 33 years; financial interest subsidies are available; no down payment required

____ 4. Traditional fixed-rate mortgage in which mortgage is available to purchase new or older home by eligible veterans; may take several months to obtain; lower interest rates often given; down payment equals 0-8.5 percent of the property value

____ 5. Traditional fixed-rate mortgage in which the government assures the lender the loan will be repaid; interest rates often lower than conventional loans; may take several months to obtain due to the additional third-party paperwork involved; down payment equals 3-12 percent of the property value

____ 6. A variable rate mortgage in which interest rates vary as interest rates change in the economy; initial interest rate is usually a percentage point or two lower than a fixed-rate mortgage; usually has a limit on the amount it can be increased

____ 7. Traditional fixed-rate mortgage; quicker to obtain than many other mortgages; insurance company insures the first 20 percent of the loan to protect the bank; down payment of 5-10 percent required

____ 8. Ties mortgage rate to the fluctuating interest rates in the financial markets; down payment of 20-30 percent required

OBJECTIVE 6

List sources of mortgage loans. List five (5) of the sources.

1. ____

2. ____

3. ____

May be photocopied for student use.

4. ______________________________

5. ______________________________

OBJECTIVE 7

Identify items commonly covered under a homeowner's and renter's standard insurance policy. Write an "X" in the blank before each correct answer.

_____ 1. Aircraft

_____ 2. Backing up of sewers

_____ 3. Breakage of glass that is part of the building (homeowner's only)

_____ 4. Earthquake

_____ 5. Explosion

_____ 6. Falling objects

_____ 7. Fire and lightning

_____ 8. Flood

_____ 9. Freezing of plumbing

_____ 10. Loss or damage to property removed from premises endangered by fire

_____ 11. Nuclear radiation

_____ 12. Riot or civil commotion

_____ 13. Sudden and accidental damage from smoke

_____ 14. Theft

_____ 15. Tidal waves

_____ 16. Vandalism and malicious mischief

_____ 17. Vehicles, if not owned or operated by the insured

_____ 18. War

_____ 19. Weight of ice, snow, and sleet

_____ 20. Windstorm or hail

May be photocopied for student use.

OBJECTIVE 8

State guidelines for estimating a budget for housing. State five (5) guidelines.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 9

Discuss in writing the impact of the economy on housing construction and costs.

____

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____

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____

____

OBJECTIVES 10-12

Evaluated on Assignment Sheets 1-3.

May be photocopied for student use.

LAP SHEET

APPLYING ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

4

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the Introduction, Unit Objective, and Specific Objectives.

3. **Do** ___ the Focus Assignments.

4. **Stop** ___ and have your instructor evaluate your work from the Focus Assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, Objective(s) 1 and 2.

Optional: Select ___ illustrations of rooms that appear spacious and rooms that do not appear spacious. Ask yourself:

- ☐ How does the use of furnishings and accessories create a feeling of space or lack of space?
- ☐ Does the size of a piece of furniture affect the spaciousness of a room?
- ☐ What elements were used to make the room seem open?
- ☐ Using the elements of design, what could be done to make better designs?

Optional: Select ___ examples from wallpaper sample books having designs that represent the various elements of design.

6. **Study** ___ the Information Sheet, Objective(s) 3. Obtain a *Grumbacher Color Computer* from your instructor. Look for examples of color value scales in textbooks or other resources provided by your instructor.

7. **Do** ___ Assignment Sheet 1.

May be photocopied for student use.

8. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

9. **Study** ___ the Information Sheet, Objective(s) 4 and 5.

   ☑ **NOTE:** White is totally absent of color, black is a mixture of all colors, and gray is a combination of black and white.

10. **Identify** ___ the effects of color. List various colors, along with the feelings or perceptions you associate with each.

Optional: Think ___ of situations where it might be important to carefully choose room or setting color. For example, red or orange would probably not be used in a doctor's office as the primary color in the color scheme. A calming, soothing color would be more appropriate.

11. **Study** ___ the Information Sheet, Objective(s) 6 and 7. Practice using the *Grumbacher Color Computer* to design example color schemes.

Optional: Select ___ samples of wallpaper and paint chips (if available) to create a pleasing color scheme. Ask your instructor if samples are available.

Optional: Review ___ a copy of *Using Color in Your Home.* Ask your instructor if a copy is available.

12. **Study** ___ the Information Sheet, Objective(s) 8.

13. **Do** ___ Assignment Sheet 2.

14. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

15. **Do** ___ Assignment Sheet 3.

16. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Optional: Look ___ through various housing and/or landscaping magazines and identify photographs showing the design elements. Look for examples of appropriate uses of the elements of design. Also look for textured materials and note their impact on fabrics and furnishings.

17. **Study** ___ the Information Sheet, Objective(s) 9.

    ☑ **NOTE:** Although everyone has a personal concept of "beauty," the use of design elements according to the principles of design will produce results that are pleasing to most people. Note also that furnishings should be appropriate for their specific functions; for the personality of the family; and for the family's lifestyle, needs, and wants.

18. **Study** ___ the Information Sheet, Objective(s) 10 and 11.

19. **Obtain** ___ a variety of housing magazines from your instructor. Identify a photograph that demonstrates the proper use of one or more design principles. Share your findings with your instructor.

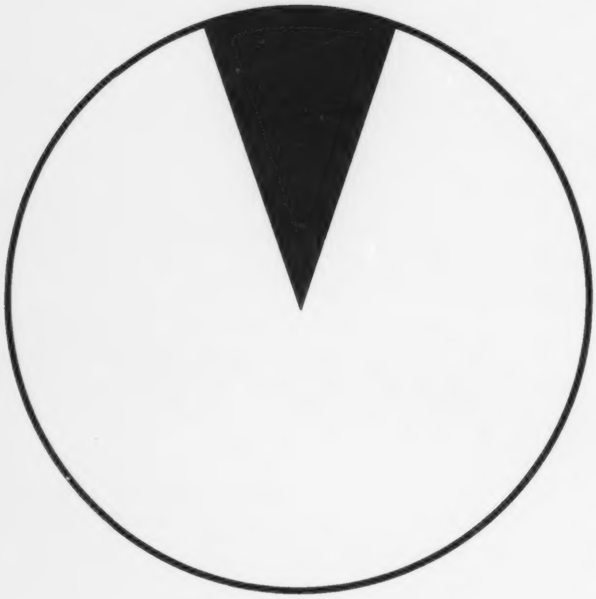
20. **Do** ___ Assignment Sheet 4.

21. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

22. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

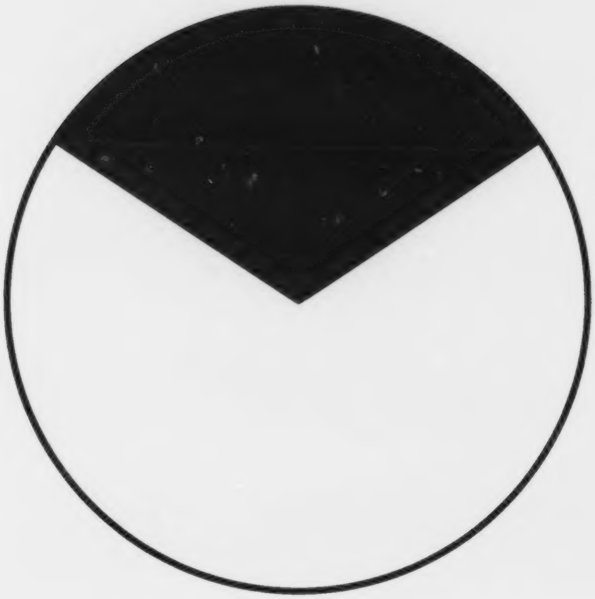
Monochromatic Color Scheme



222

May be photocopied for student use.

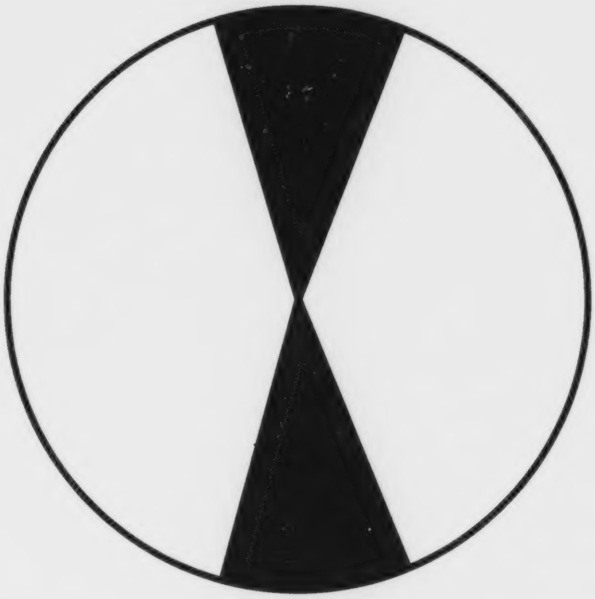
Analogous Color Scheme



223

May be photocopied for student use.

Complementary Color Scheme



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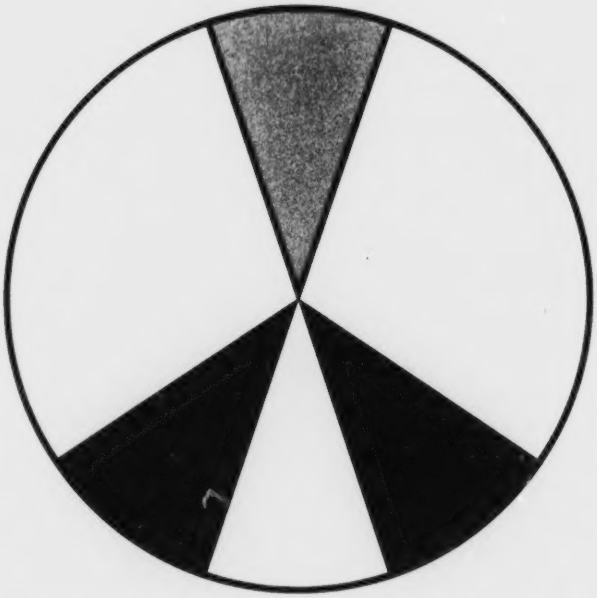
Split Complementary Color Scheme



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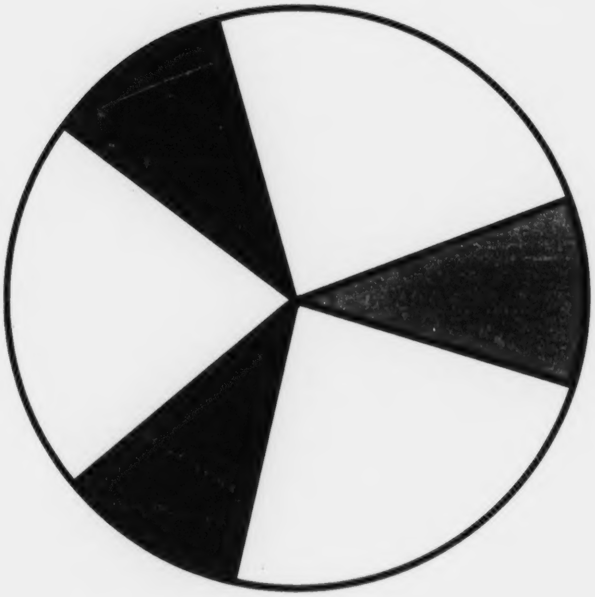
Triad Color Scheme



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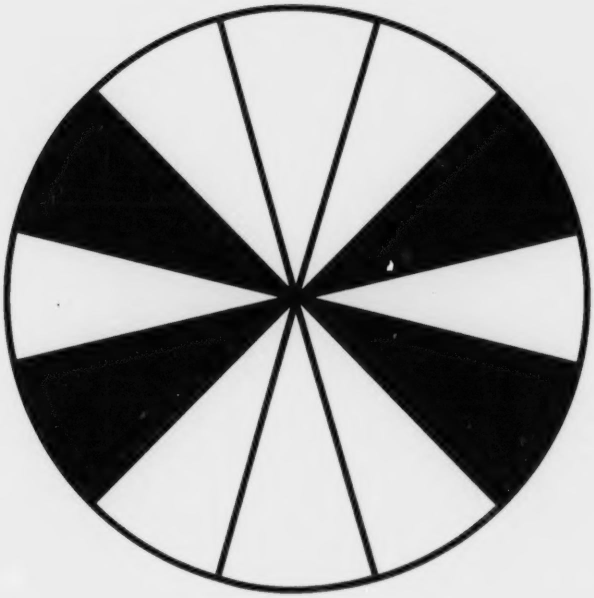
Double Complementary Color Scheme



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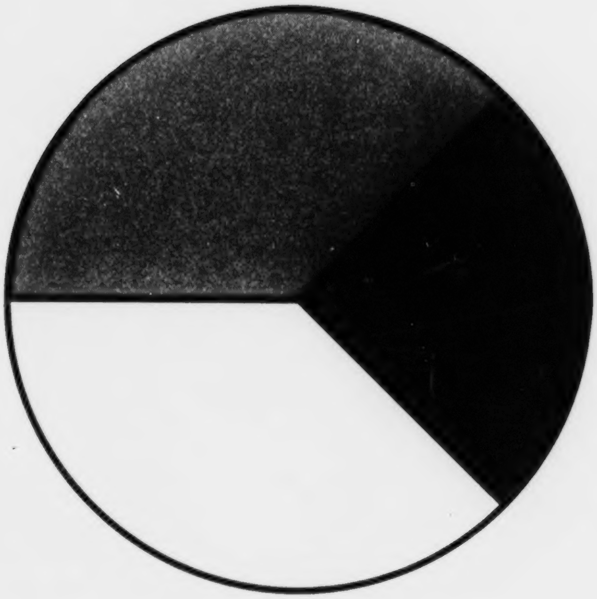
Neutral Color Scheme



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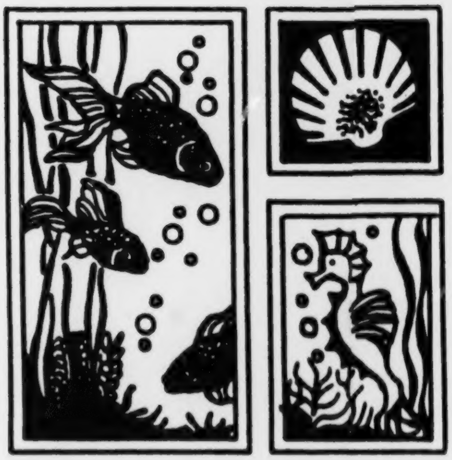
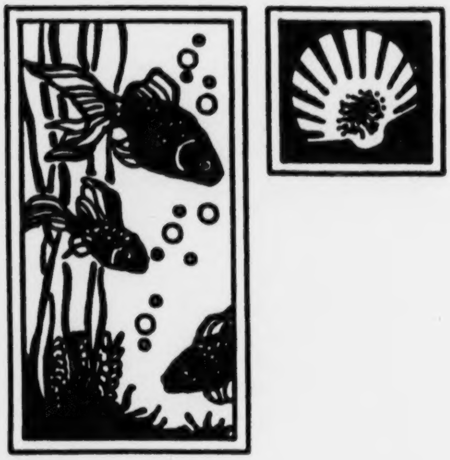
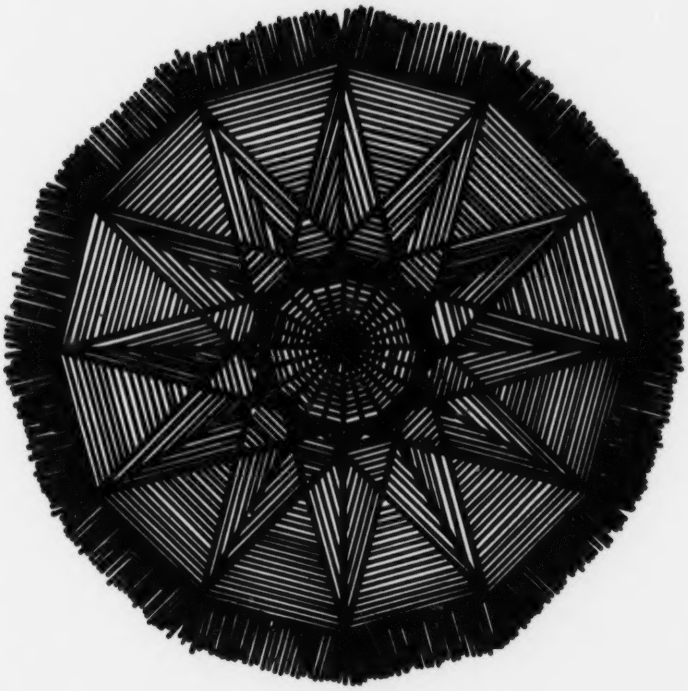
Proportion





May be photocopied for student use.

Radiation



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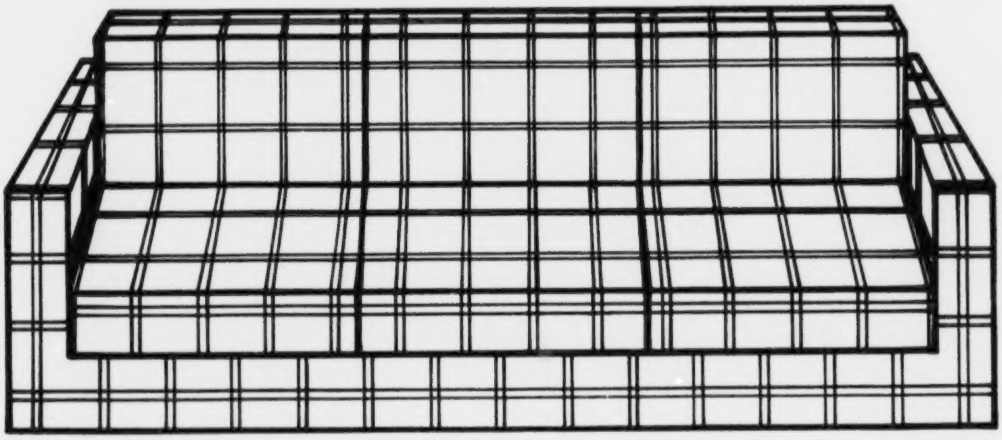
Repetition



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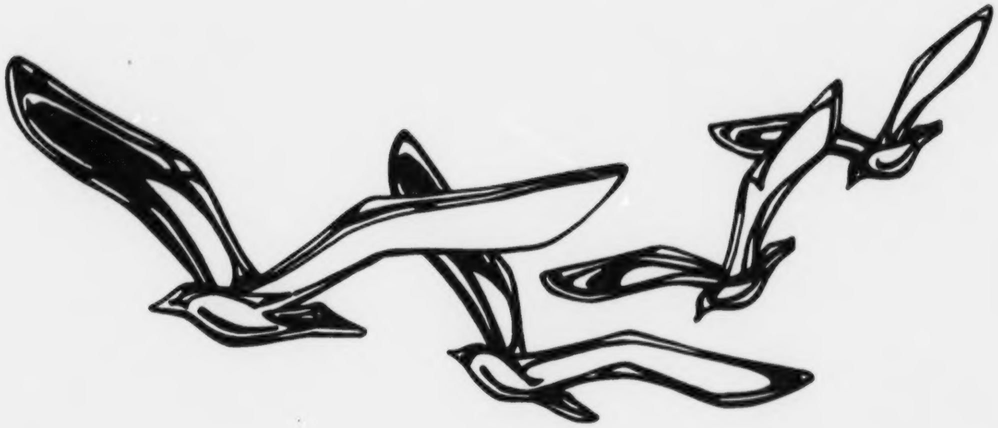
Gradation



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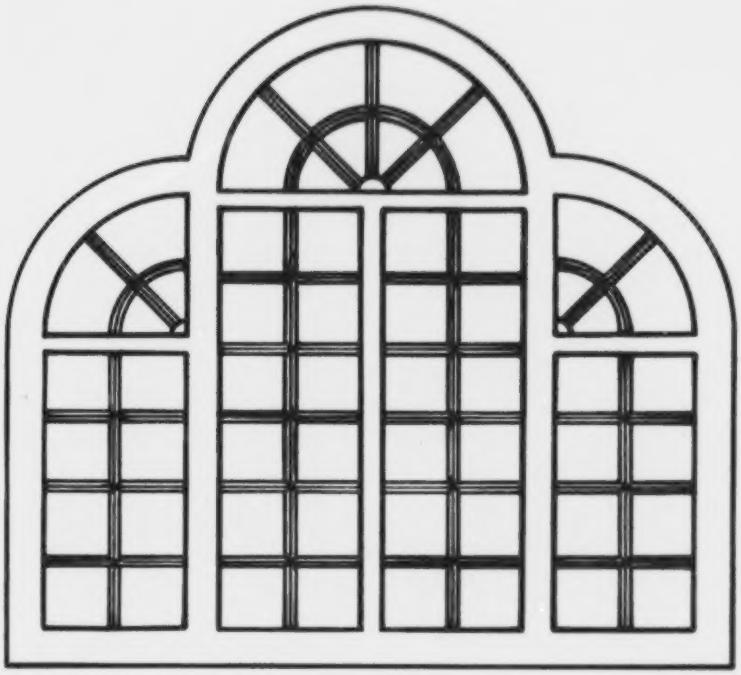
Transition



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WRITTEN TEST

APPLYING ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

4

Name ______________________________ Score __________

OBJECTIVE 1

Match the elements of design with their descriptions. Write the correct letters in the blanks.

A. color
B. dimension
C. form
D. length
E. line
F. shade
G. space
H. texture
I. tint

_____ 1. Apparent when an object has height, width, and depth

_____ 2. Most basic element of design; length is the only dimension

_____ 3. Produced when pigments in an object reflect or absorb the available light

_____ 4. Provides surface structure

_____ 5. Three-dimensional setting for decorating and furnishing

OBJECTIVE 2

Discuss the effects of design elements. Discuss the effects of each of the five elements.

1. Color – ____
____

2. Form – ____
____

3. Line – ____
____

4. Space – ____
____

May be photocopied for student use.

5. Texture – ____

____

OBJECTIVE 3

Define color characteristics. Write the correct definitions in the blanks.

1. Hue – ____

____

____

2. Value – ____

____

____

3. Intensity – ____

____

____

OBJECTIVE 4

Identify warm, cool, and neutral colors. Write the correct letters in the blanks. Write "C" for cool, "N" for neutral, and "W" for warm.

____ 1. black

____ 2. blue

____ 3. gray

____ 4. green

____ 5. orange

____ 6. red

____ 7. violet

____ 8. white

____ 9. yellow

May be photocopied for student use.

OBJECTIVE 5

Describe the effects of color. Write the description in the blanks provided.

____

____

____

____

____

____

____

____

OBJECTIVE 6

Distinguish among types of color schemes. Write the correct letters in the blanks.

A. analogous
B. anonymous
C. complementary
D. double complementary
E. half complementary
F. monochromatic
G. monochromatic
H. natural
I. neutral
J. split complementary
K. triad
L. triple complementary

1. Based on a single hue: variation is achieved by changing value and intensity

   ____

2. Combines any three colors that are of equal distance from each other on the color wheel

   ____

3. Combines related hues that are next to each other on the color wheel

   ____

May be photocopied for student use.

4. Combines two colors that are directly opposite each other on the color wheel

____

5. One hue is chosen and the two hues on either side of its complement are used with it for contrast

____

6. Uses combinations of black, white, and gray

____

7. Uses two complementary schemes together

____

OBJECTIVE 7

Select from a list factors in planning a color scheme. Write an "X" in the blank before each correct statement.

____ 1. Color schemes look best when two colors dominate and additional colors are used in lesser amounts.

____ 2. Color schemes look best when one color dominates and additional colors are used in lesser amounts.

____ 3. Connecting rooms should be linked with the color scheme.

____ 4. Connecting rooms should repeat the same color schemes.

____ 5. Exposure of a room to sunlight affects color scheme choices.

____ 6. Large areas look best when low intensity colors are used.

____ 7. Number of windows in a room should not affect color scheme choices.

____ 8. Rooms appear smaller when light values and cool hues are used.

May be photocopied for student use.

____ 9. Rooms appear smaller when dark values and warm hues are used.

____ 10. Rooms appear larger when light values and cool hues are used.

____ 11. Rough textures make colors appear darker than smooth textures.

____ 12. Smooth textures make colors appear darker than rough textures.

OBJECTIVE 8

Describe the effects of light and texture on colors.

Light – ____

____

Texture – ____

____

OBJECTIVE 9

Discuss the importance of design principles.

____

____

____

____

OBJECTIVE 10

Distinguish among the principles of design. Write the correct letters in the blanks. Letters may be used more than once.

A. balance
B. emphasis
C. proportion
D. rhythm

____ 1. Occurs when an item or area becomes a focal point

____ 2. Occurs when colors, lines, forms, or textures are used in a consistent pattern

May be photocopied for student use.

_____ 3. Occurs when items are in scale

_____ 4. Occurs when visual weights of objects are balanced on both sides of a center point

_____ 5. Provides a center of attention or interest

_____ 6. Provides a feeling of equilibrium and rest by the placement of furniture, pictures, and colors

_____ 7. Provides a relationship between the size and distance of objects from one another and to the total look or total room

_____ 8. Provides a smooth movement of the eye from one area to another without sudden interruptions

OBJECTIVE 11

Identify methods of achieving design principles. Write the correct letters in the blanks.

A. balance
B. emphasis
C. form
D. proportion
E. rhythm
F. space
G. texture

_____ 1. Obtained by considering the visual size as well as the actual size of objects

_____ 2. Obtained by creating an area of interest that is seen when one enters a room

_____ 3. Obtained by placing identical objects on each side of a center point, or by placing unequal objects at unequal distances from a center point

_____ 4. Obtained by radiation, repetition, gradation, or transition

OBJECTIVES 12-15

Evaluated on Assignment Sheets 1-4.

May be photocopied for student use.

LAP
SHEET

ARRANGING INTERIOR SPACES

5

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, Objective(s) 1. Think about how interior spaces must be designed to provide barrier-free living to meet the special needs of occupants and visitors. Think of examples of how you might plan a barrier-free living space.

Optional: Identify ___ ways in which your own home has been planned or influenced by outside factors.

6. **Study** ___ the Information Sheet, Objective(s) 2. Remember that each room must be planned with its purpose and/or function in mind. When arranging or planning a room, you must consider how each room will be used and by whom it will be used. Identify rooms that would meet the various functions of living (cooking, eating, socializing, etc.).

7. **Study** ___ the Information Sheet, Objective(s) 3. Review the definitions of the terms in the "Words You Should Know" box. Relate the elements and principles of design (from Unit 4) to interior space usage and arrangement.

8. **Ask** ___ your instructor for additional information about "work triangles." Identify the three points of a work triangle and think about why the work triangle is an efficient kitchen arrangement.

May be photocopied for student use.

Optional: Ask ___ your instructor for the handout *Kitchens.*

Optional: Find ___ photographs of various interior spaces from housing magazines and furniture promotional flyers. Consider the effectiveness of the pictured arrangements: Are any of the rooms arranged for ease of conversation? Are doors, windows, and electrical sockets easily accessible? Are the guidelines from Objective 3 followed in the photographs?

9. Study ___ the Information Sheet, Objective(s) 4. Think about the importance of conserving energy in the home.

Optional: Ask ___ your instructor for a copy of *Furnish to Conserve Energy.*

10. Do ___ Assignment Sheet 1.

11. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

12. Study ___ the Information Sheet, Objective(s) 5. Think about the importance of planning storage areas.

13. Ask ___ your instructor for additional information on planning storage space.

Optional: Identify ___ different types of storage units available and list the advantages and disadvantages of each type.

Optional: Think ___ about the changing storage needs experienced by individuals and families. How would storage needs differ among high school students, college students, newlyweds, families with children, and retired persons?

Optional: Identify ___ inexpensive or free storage containers. Discuss an example with your instructor.

Optional: Read ___ about Computer-Aided Design (CAD).

14. Do ___ Assignment Sheet 2. Ask your instructor for possible alternate suggestions for completing this assignment.

May be photocopied for student use.

15. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

16. **Do** ___ Assignment Sheet 3.

17. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

18. **Study** ___ the Information Sheet, Objective(s) 6. Review the definitions of the terms in the "Words You Should Know" box. Identify the work triangle in each kitchen layout.

Optional: Find ___ illustrations of the different layouts in magazines.

19. **Study** ___ the Information Sheet, Objective(s) 7. Review the definitions of the terms in the "Words You Should Know" box. Think about the ways in which each method acts to separate an interior space.

20. **Study** ___ the Information Sheet, Objective(s) 8.

Optional: Look ___ for examples of rooms and traffic patterns. Use current magazines. Think about the advantages and disadvantages of each example.

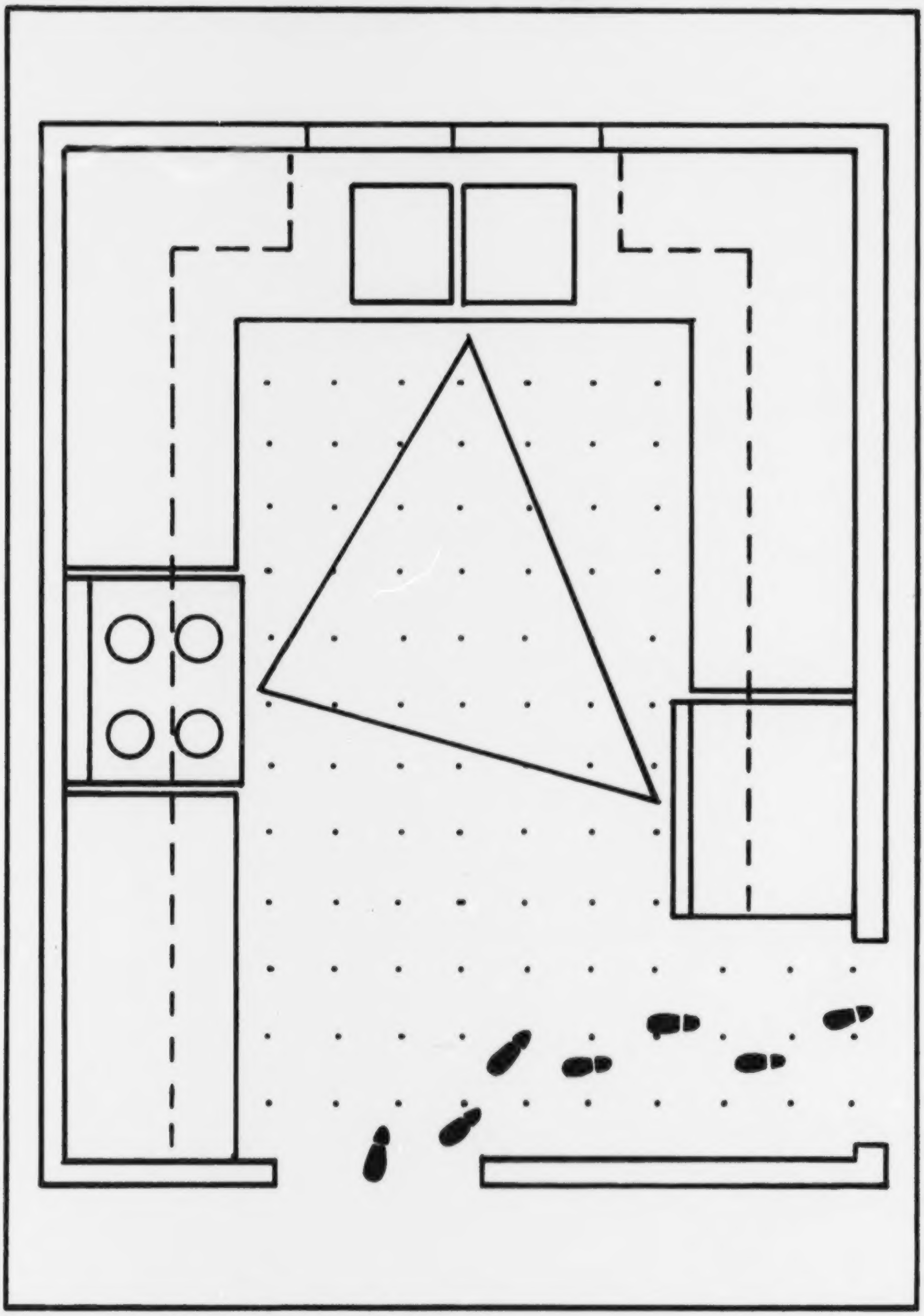
21. **Study** ___ the Information Sheet, Objective(s) 9. Review the definitions of the terms in the "Words You Should Know" box.

Optional: Look ___ for examples of different options in magazines. Present your findings to your instructor.

22. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Work Triangle



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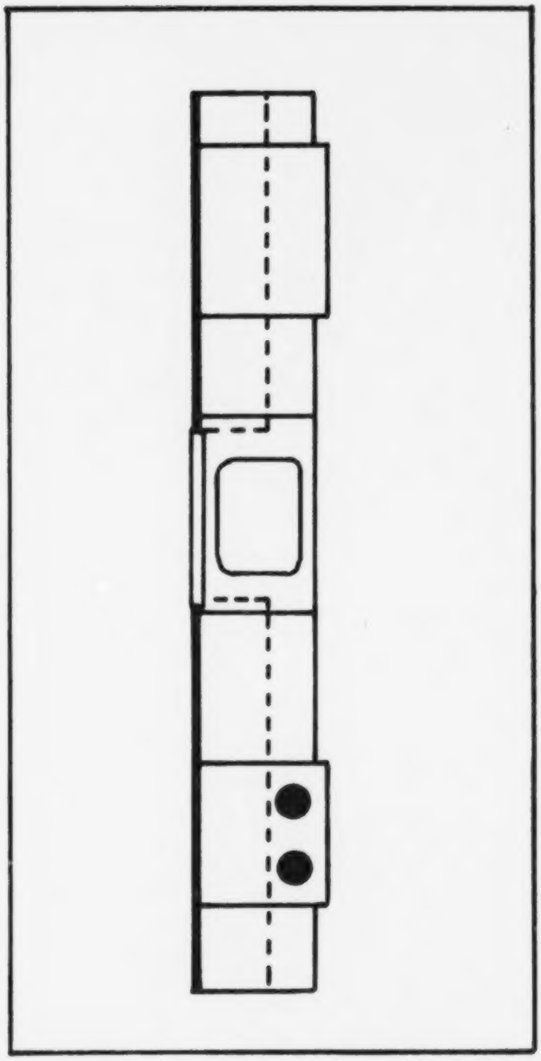
Single-Wall Layout



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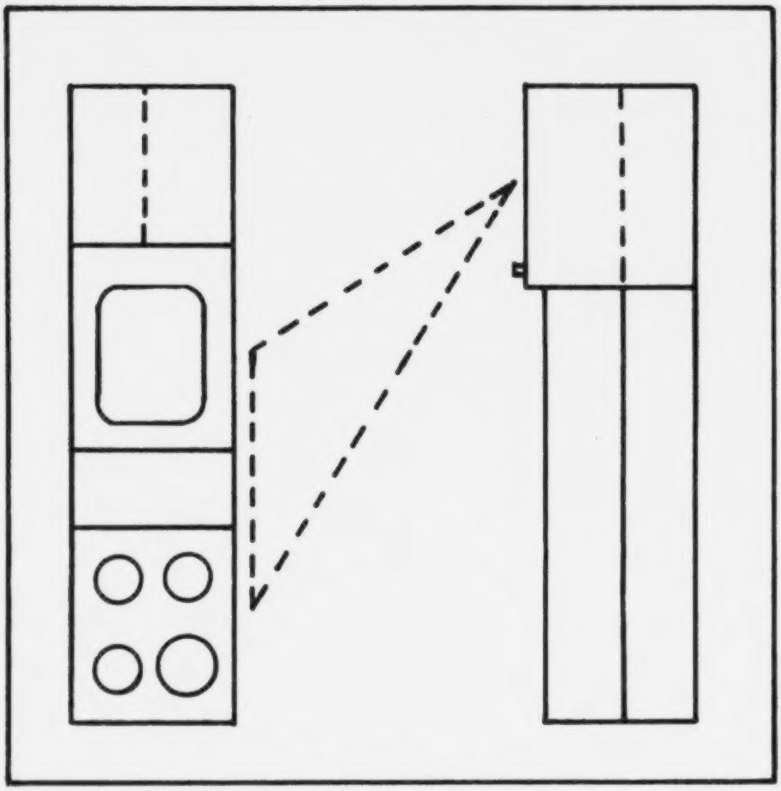
Corridor/Parallel-Wall/Galley Layout



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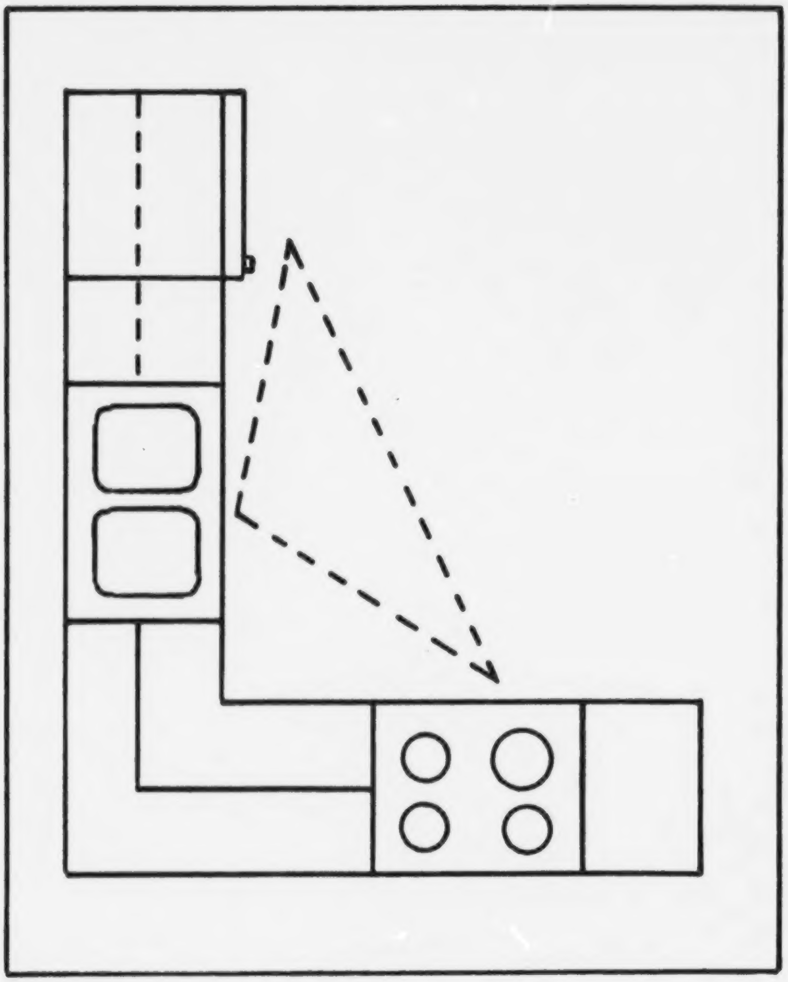
L-Shape Layout



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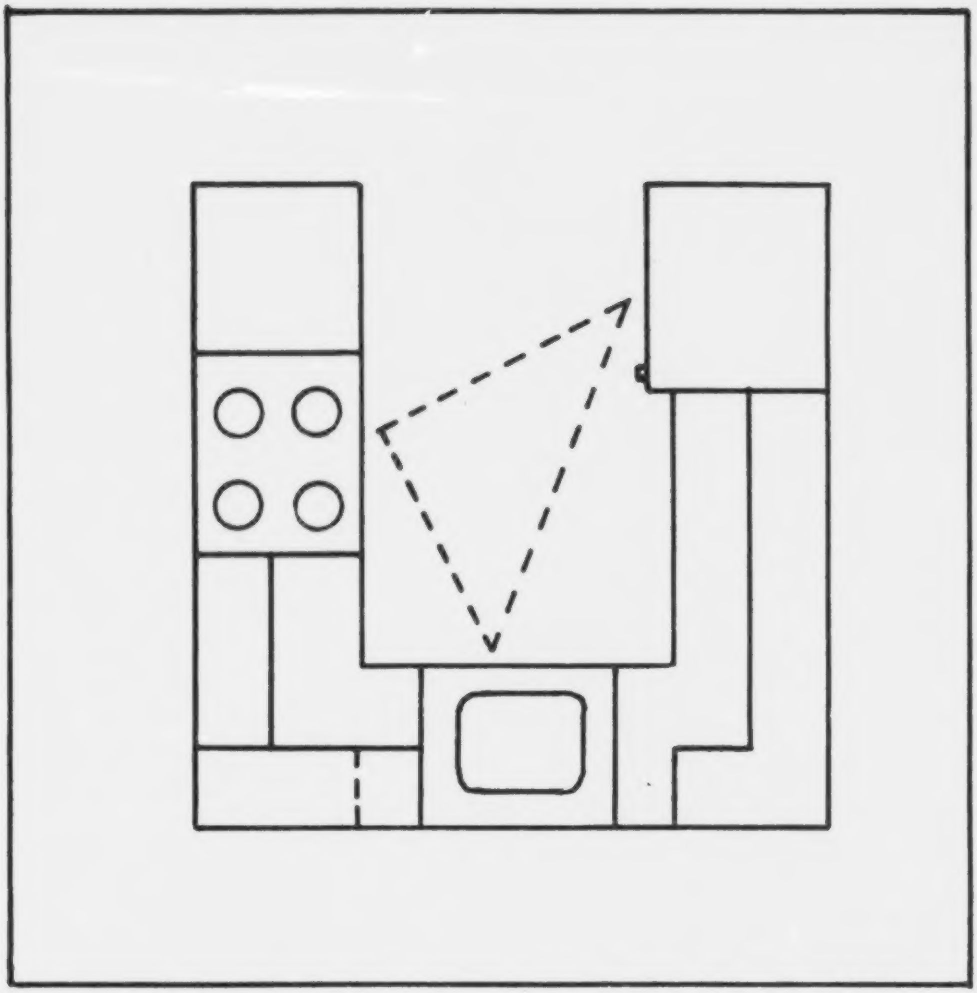
U-Shape Layout



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WRITTEN TEST

ARRANGING INTERIOR SPACES

5

Name ______________________ Score __________

OBJECTIVE 1

Identify factors influencing the planning of interior spaces. Write an "X" in the blank before each correct answer.

____ 1. Amount of time spent in the home

____ 2. Amount of time spent sleeping in the home

____ 3. Average age of occupants

____ 4. Finances/cost

____ 5. Life-stage and ages of occupants

____ 6. Neighborhood housing styles

____ 7. Number of pets

____ 8. Number of occupants

____ 9. Occupants' levels of education

____ 10. Occupants' interests and activities

____ 11. Occupants' special needs

OBJECTIVE 2

List the multiple functions for which interior spaces must provide. List nine (9) of the functions.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

May be photocopied for student use.

7. ______________________________

8. ______________________________

9. ______________________________

OBJECTIVE 3

Select from a list basic principles for arranging interior spaces. Write an "X" in the blank before each correct answer.

_____ 1. Use large pieces of furniture to make the room appear larger.

_____ 2. Place small pieces of furniture first.

_____ 3. Apply the elements and principles of design.

_____ 4. Place large pieces of furniture first.

_____ 5. Block traffic lanes with pieces of furniture to make the room seem cozier.

_____ 6. Consider the size and shape of the room.

_____ 7. Hide electrical outlets behind large pieces of furniture.

_____ 8. Consider the architectural and mechanical features of the room; leave space for functional use.

_____ 9. Adapt and use a floor plan to determine furniture placement.

_____ 10. Avoid crowding too much into a room or leaving a room too bare.

_____ 11. Place at least one piece of furniture against every wall in the room.

_____ 12. Evaluate proportion; each furniture piece should be in proportion to the room and to other items in the room.

_____ 13. Allow for traffic patterns.

_____ 14. Avoid leaving too much space for functional uses.

_____ 15. Place large pieces of furniture parallel with the lines of the walls.

May be photocopied for student use.

_____ 16. Consider the room's purpose and the activities that will be conducted in it.

_____ 17. Provide space for adding furniture.

_____ 18. Provide for a functional work triangle in the kitchen.

OBJECTIVE 4 **Explain considerations useful in conserving energy.**

Color – ____________________

____

____

Floor coverings – ____________________

____

____

Furniture placement – ____________________

____

____

Types of furnishings – ____________________

____

____

OBJECTIVE 5 **List options for organizing storage areas.** List five (5) options.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

May be photocopied for student use.

OBJECTIVE 6

Distinguish among kitchen layouts. Write the correct letter in each blank.

S = Single-Wall
C = Corridor/Parallel-Wall/Galley
L = L-Shape
U = U-Shape

____ 1. Allows for a more compact and efficient work triangle

____ 2. Allows for little or no traffic around the work triangle

____ 3. Often lacks adequate storage or counter space

____ 4. Usually offers the most continuous storage and counter space

____ 5. Makes a longer and less efficient work triangle

____ 6. Allows for no interference with traffic lanes

____ 7. Adapts well to more than one user

____ 8. Saves space; useful in small homes or apartments

____ 9. Provides greater continuous storage and counter space

____ 10. Provides the most compact and most efficient work triangle

____ 11. Provides easy access to adjoining functional areas

OBJECTIVE 7

List methods of separating interior spaces. List four (4) methods.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

May be photocopied for student use.

OBJECTIVE 8

State guidelines for planning traffic patterns. Write the guideline related to each of the key words below.

1. Choose – ____
2. Separate – ______________________________________
3. Disrupt – ____
4. Hazards – _______________________________________
5. Blocked – ____

OBJECTIVE 9

List options for extending interior space. List four (4) options for extending space and five (5) options for creating the illusion of space.

EXTENDING SPACE

1. ____
2. ____
3. ____
4. ____

CREATING THE ILLUSION OF SPACE

1. ____
2. ____
3. ____
4. ____
5. ____

OBJECTIVES 10-12

Evaluated on Assignment Sheets 1-3.

May be photocopied for student use.

LAP SHEET

DESIGNING INTERIOR BACKGROUNDS

6

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, Objective(s) 1 and 2. Consider how the amount of available light affects backgrounds.

Optional: Look ___ through housing magazines and furniture sales bulletins. Identify ways in which backgrounds have been used to add to the overall look of the room.

6. **Study** ___ the Information Sheet, Objective(s) 3.

Optional: Look ___ for pictures of rooms that exemplify the various functions of backgrounds.

7. **Study** ___ the Information Sheet, Objective(s) 4. Consider when and where the various types of treatments may be used.

Optional: Design ___ a wall treatment for a room with which you are familiar (such as a room at home, at someone else's house, etc.). Write a paragraph describing the room, then plan a wall treatment that will meet the needs of the room. Describe the plan in writing also and include the factors that were considered in your choices.

May be photocopied for student use.

8. **Study** ___ the Information Sheet, Objective(s) 5 and 6.

9. **Do** ___ Assignment Sheet 1.

10. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

11. **Study** ___ the Information Sheet, Objective(s) 7. Obtain from your instructor the formula for calculating the approximate costs of floor materials. Practice applying this formula to sample situations.

12. **Study** ___ the Information Sheet, Objective(s) 8 and 9.

13. **Do** ___ Assignment Sheet 2.

14. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

15. **Study** ___ the Information Sheet, Objective(s) 10. Consider how the elements of design can be applied to create ceiling effects.

16. **Do** ___ Assignment Sheet 3.

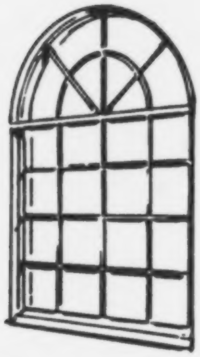
17. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

18. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

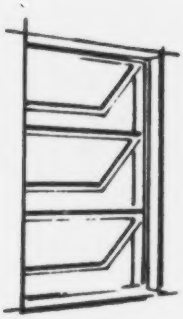
May be photocopied for student use.

TM 1

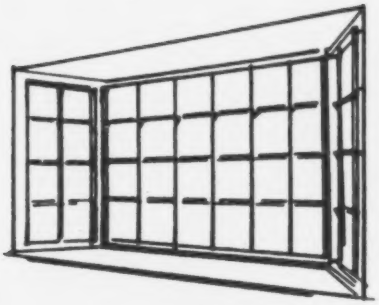
Window Designs



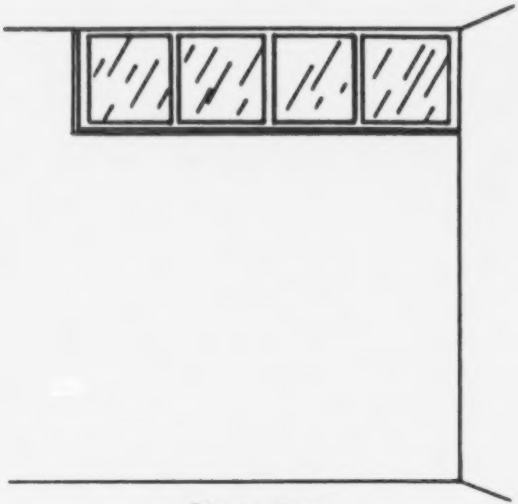
Arched



Awning



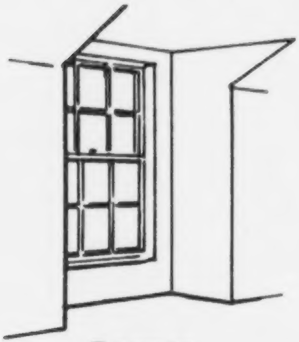
Bay



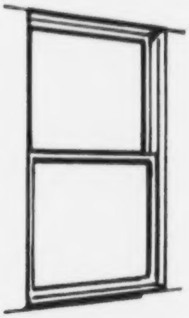
Clerestory

May be photocopied for student use.

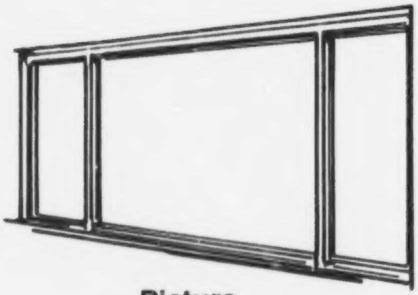
Window Designs (Cont'd)



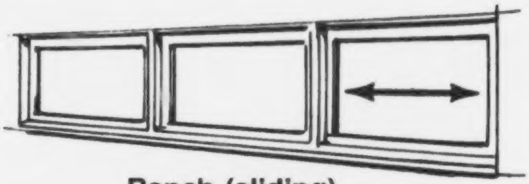
Dormer



Double-hung



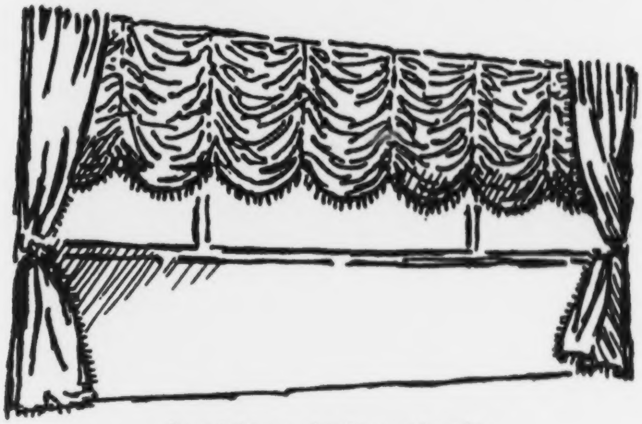
Picture



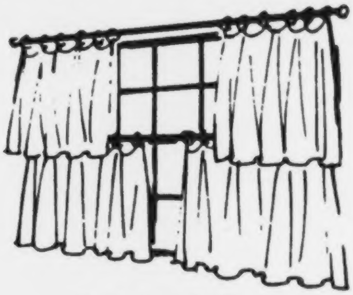
Ranch (sliding)

May be photocopied for student use.

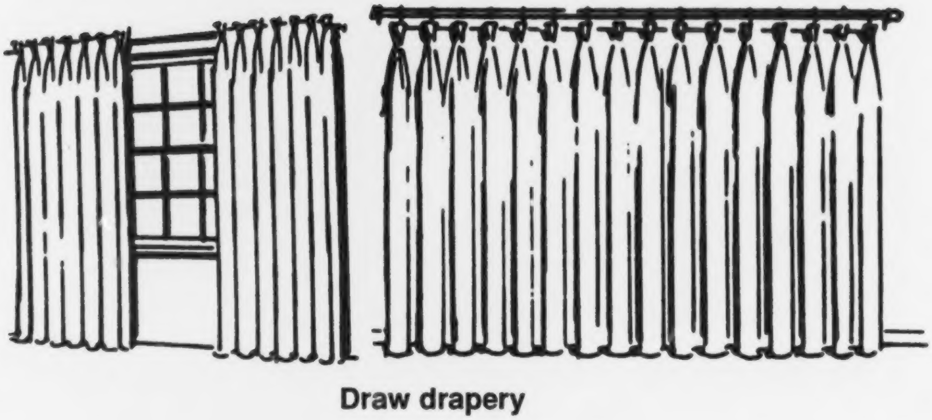
Window Treatments



Austrian window shade



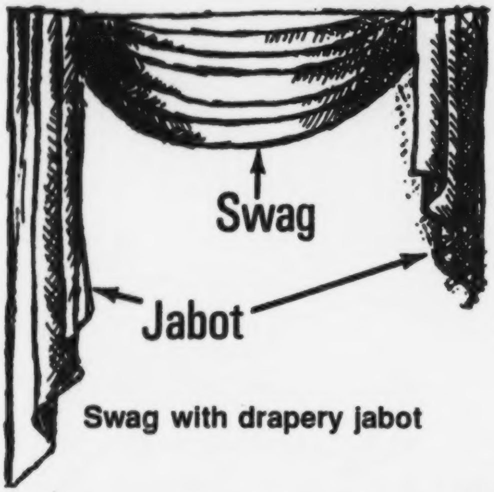
Cafe curtain



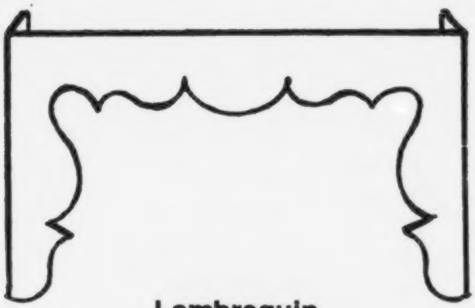
Draw drapery

May be photocopied for student use.

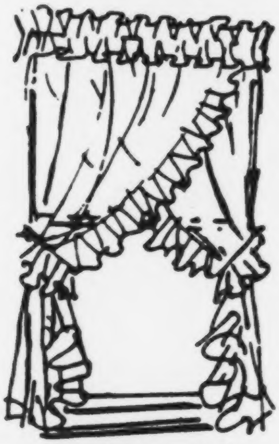
Window Treatments (Cont'd)



Swag with drapery jabot



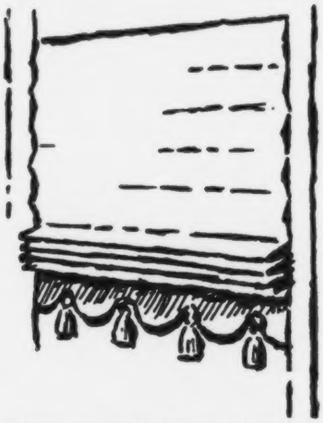
Lambrequin



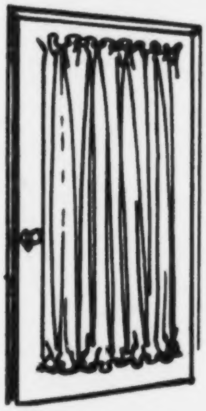
Priscilla curtain
(criss-cross)

May be photocopied for student use.

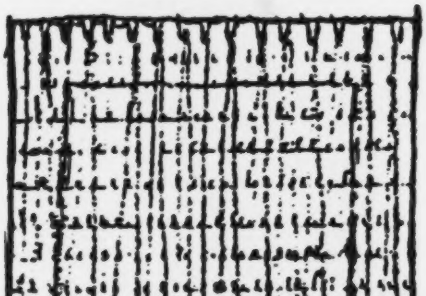
Window Treatments (Cont'd)



Roman window shade



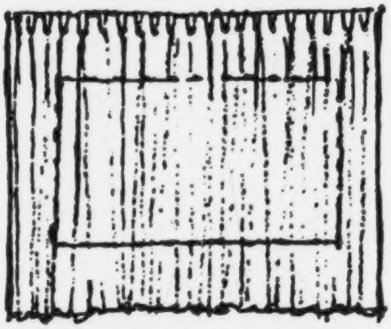
Sash curtain



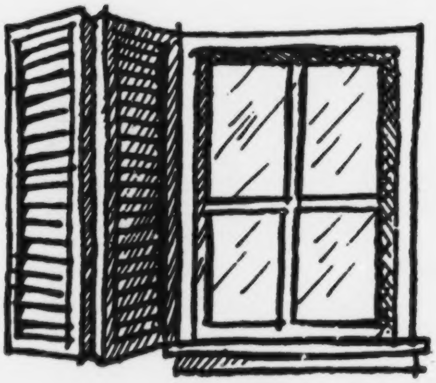
Semi-sheer

May be photocopied for student use.

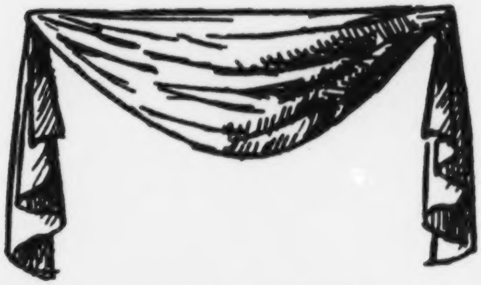
Window Treatments (Cont'd)



Sheer (Glass Curtain)



Shutter



Swag and cascade

May be photocopied for student use.

WRITTEN TEST

DESIGNING INTERIOR BACKGROUNDS

6

Name ______________________________ Score __________

OBJECTIVE 1

Explain the importance of backgrounds.

____

____

____

____

OBJECTIVE 2

List considerations for selecting interior backgrounds. List five (5) considerations.

1. ____

2. ____

3. ____

4. ____

5. ____

OBJECTIVE 3

Distinguish among the functions of interior backgrounds. Write the correct letter in the blanks. Letters may be used more than once.

A. ceilings
B. floors
C. walls
D. window treatments

____ 1. Complement the design scheme

____ 2. Control light and air

____ 3. Define space

May be photocopied for student use.

_____ 4. Define the limits of a room

_____ 5. Enhance and coordinate with the functions of the room

_____ 6. Fit the room's atmosphere and use

_____ 7. Provide privacy

_____ 8. Provide visual interest and texture

_____ 9. Receive more wear than other background elements

_____ 10. Shield from the earth below

_____ 11. Support furnishings

OBJECTIVE 4

Describe types of wall treatments. Write the correct letter in the blanks.

A. ceramic tile
B. contact paper
C. fabric
D. glass
E. masonry

F. paint
G. posters
H. wallpaper
I. windows
J. wood

_____ 1. Gives warmth and adds color; provides a unique texture; available in a variety of colors and patterns; prices can range from inexpensive to expensive, depending on the fabric

_____ 2. Sets a mood; can be used in any room; available in a variety of colors, patterns, prices, textures, and degrees of durability; completely covers old wall treatments and irregular surfaces; economically practical

_____ 3. Adds wall texture with depth; may be used to develop interesting designs; very durable and long-lasting; available in a variety of stone aggregates, textures, and colors

_____ 4. Available in a wide range of colors, grains, and species; resistant to wear; easy to clean and requires little maintenance; keeps out moisture and cool air; provides a "natural" feeling; economical and practical

May be photocopied for student use.

____ 5. Often used to accent; easy to maintain; can produce dramatic effect; several styles available; expensive

____ 6. Durable; easy to clean; resistant to water, stains, and fire; very long-lasting; requires little maintenance; available in many colors and shapes; often used in kitchens and baths; relatively expensive

____ 7. Quick and easy to apply; easy to maintain; provides wide color assortment; can be applied to a variety of surfaces; least expensive wall treatment

OBJECTIVE 5

Distinguish among types of paint. Write the correct letter in the blanks.

A. alkyd
B. epoxy
C. latex

____ 1. Absorbs oil and grease

____ 2. Can be used in a variety of rooms and on a variety of surfaces

____ 3. Comes in two cans, paint in one which acts as a catalyst, and the other as a reactor

____ 4. Easy to apply

____ 5. Provides a harder, more durable surface

____ 6. Good adhesion quality

____ 7. May produce odor and/or fumes

____ 8. Oil-based

____ 9. Overwhelming fumes

____ 10. Paint thinner or turpentine needed for thinning paint and for equipment cleanup

____ 11. Quick-drying

____ 12. Relatively odorless

____ 13. Resistant to soil, dirt, stains, and humidity

May be photocopied for student use.

____ 14. Slow to dry

____ 15. Used on surfaces like worn laundry tubs, basement walls, and shower stalls

____ 16. Usually preferred for use in bathrooms and kitchens

____ 17. Water and detergent needed to thin paint and clean equipment

____ 18. Water-based

OBJECTIVE 6

State the uses for types of paint finishes.

1. Flat – ____

____

2. High-gloss – ____

____

3. Semi-gloss – ____

____

OBJECTIVE 7

Match types of floor treatments to their descriptions. Write the correct letter in the blanks.

A. carpets or rugs
B. ceramic tile
C. drywall
D. linoleum
E. masonry
F. paint
G. plaster
H. rubber tile
I. sealed cork
J. stucco
K. terrazzo
L. vinyl
M. wood

____ 1. Absorb shock and deaden noise; provide color, warmth, and texture; are available in a wide selection of colors, patterns, textures, and fiber content; provide underfoot comfort

____ 2. Beautiful, durable, and low maintenance; requires a solid base of concrete; expensive

May be photocopied for student use.

____ 3. Good resilience; stain resistant; permanently injured by gasoline, solvents, oils, grease, and strong alkalis; superior quietness, superior underfoot comfort; available from solid colors to a variety of wood and marble imitations; low cost floor covering

____ 4. Excellent resilience; resistant to grease, alkalis, and stains; durable; relatively expensive; available in a wide range of designs and colors

____ 5. Good resilience; wear-durable; readily available; adds rich, natural beauty; price range from economical to expensive

____ 6. Lasts indefinitely; high abrasion resistance; suitable for indoor/outdoor uses; available smooth or textured

____ 7. Lasts indefinitely; requires little maintenance; may be expensive to install; may chip easily

____ 8. Resilient with good underfoot comfort; varying resistance to grease, cigarette burns, and indentation; inexpensive; durable; available in tile, inlaid and printed designs, plain surface and embossed, and in a wide variety of designs and colors

____ 9. Superior in quietness and resilience; poor resistance to cigarette burns and stains; fair grease and alkali resistance; warm in the winter and cool in the summer; expensive

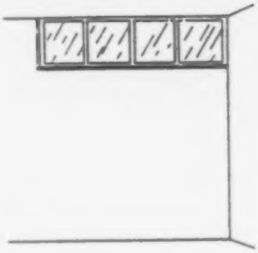
OBJECTIVE 8

Identify common window designs. Write the correct letter in the blanks.

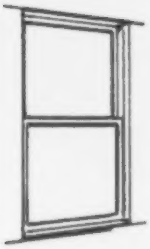
A. arched
B. awning
C. bay
D. clerestory
E. dormer
F. double-hung
G. in-swing casement

H. jaloussie
I. multiple double-hung
J. out-swing casement
K. picture
L. ranch (sliding)
M. slanting corner

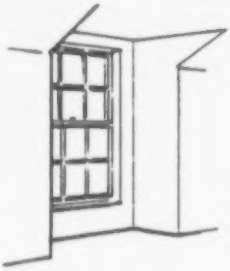
May be photocopied for student use.



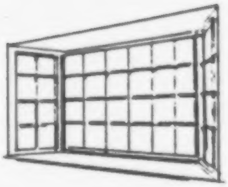
____ 1.



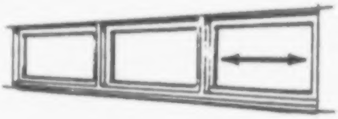
____ 2.



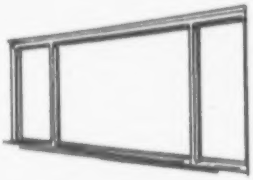
____ 3.



____ 4.



____ 5.



____ 6.

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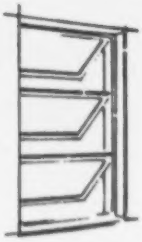
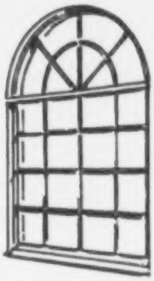


____ 7.

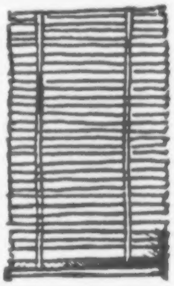


____ 8.

OBJECTIVE 9

Identify types of window treatments. Write the correct letter in the blanks.

A. Austrian window shade
B. cafe curtain
C. cornice
D. draw drapery
E. swag with drapery jabot
F. lambrequin
G. priscilla curtain (criss-cross)
H. Roman window shade
I. sash curtain
J. semi-sheer
K. sheer (glass curtain)
L. shutter
M. swag and cascade
N. traditional window shade
O. valance
P. Venetian blind



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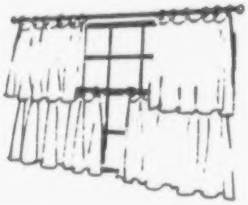

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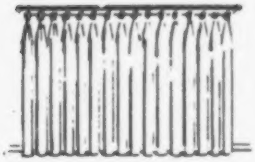

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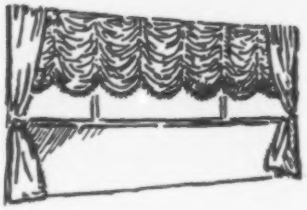

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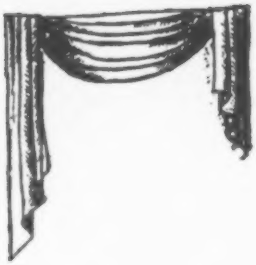

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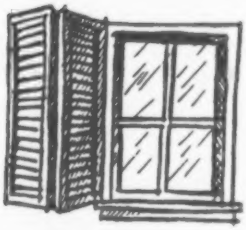

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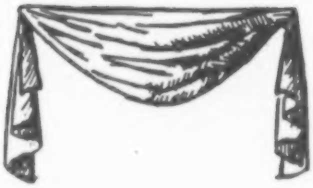

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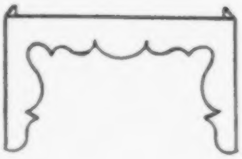

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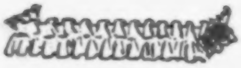

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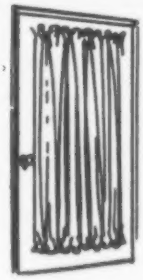

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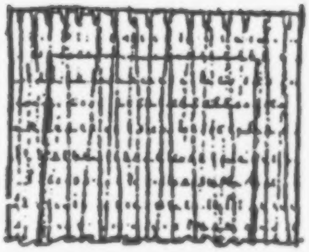

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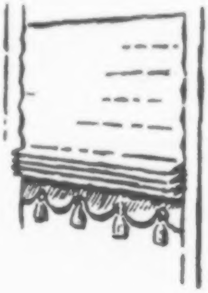

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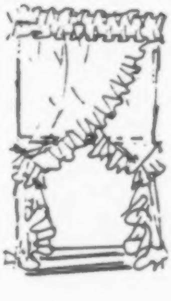

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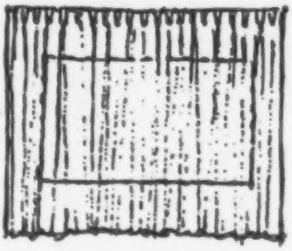

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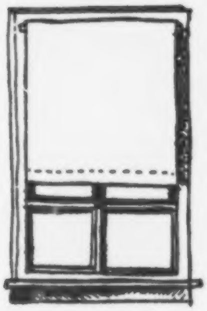

____ 16.

OBJECTIVE 10

State options for working with ceilings.

1. ____

2. ____

3. ____

OBJECTIVES 11-13

Evaluated on Assignment Sheets 1-3.

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LAP SHEET

SELECTING FURNITURE AND ACCESSORIES

7

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the Introduction, Unit Objective, and Specific Objectives.

3. **Do** ___ the Focus Assignments.

4. **Stop** ___ and have your instructor evaluate your work from the Focus Assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, Objective(s) 1.

6. **Study** ___ the Information Sheet, Objective(s) 2. Think about the differences in short-term and long-term furniture needs. How would these differences affect furniture purchases?

Optional: Read ___ *Interior Home Environments* and *Selecting Furniture for Your Home*. Ask your instructor if copies are available.

Optional: Visit ___ a local furniture store. Ask the store manager to discuss guidelines for choosing and purchasing furniture.

7. **Study** ___ the Information Sheet, Objective(s) 3.

Optional: Create ___ a list of examples of improvised furniture. Discuss your list with your instructor.

Optional: Compare ___ the prices of a similar furniture item as assembly furniture, unfinished furniture, new furniture, and used furniture. Design a way to improvise that item, then determine the most economical choice for the given need.

8. **Do** ___ Assignment Sheet 1.

9. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

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10. **Study** ___ the Information Sheet, Objective(s) 4-6.

11. **Do** ___ Assignment Sheet 2.

12. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

13. **Study** ___ the Information Sheet, Objective(s) 7-8.

14. **Do** ___ Assignment Sheet 3.

15. **Stop** ___ and have your instructor evaluate your work from the Focus Assignment. After your work has been evaluated, follow your instructor's recommendations.

16. **Study** ___ the Information Sheet, Objective(s) 9.

Optional: Construct ___ an accessory. Present your results to your instructor. Be ready to explain how the accessory would be used as part of a decorating scheme.

17. **Do** ___ Assignment Sheet 4.

18. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

19. **Study** ___ the Information Sheet, Objective(s) 10-12.

20. **Do** ___ Assignment Sheet 5.

21. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

22. **Study** ___ the Information Sheet, Objective(s) 13.

23. **Do** ___ Assignment Sheet 6.

24. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

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25. Take ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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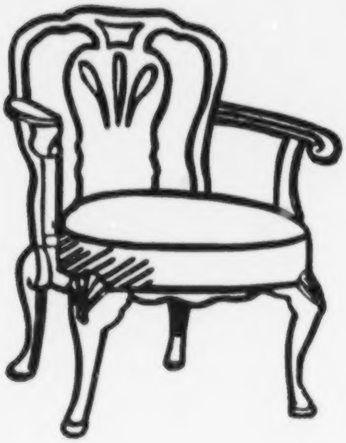
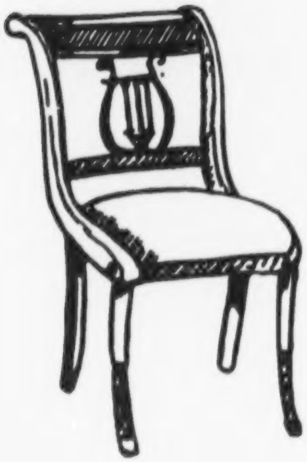
Queen Anne



Duncan Phyfe



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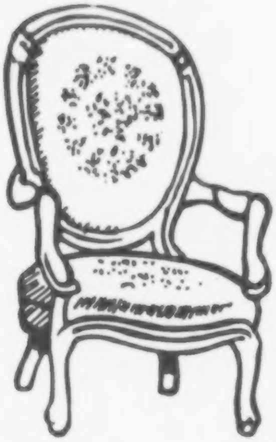
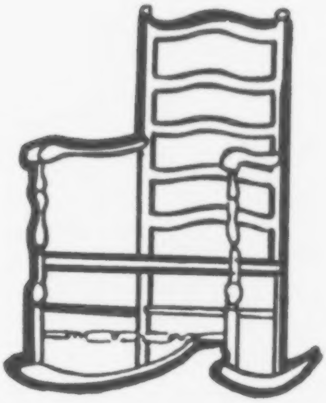
Victorian



Early American



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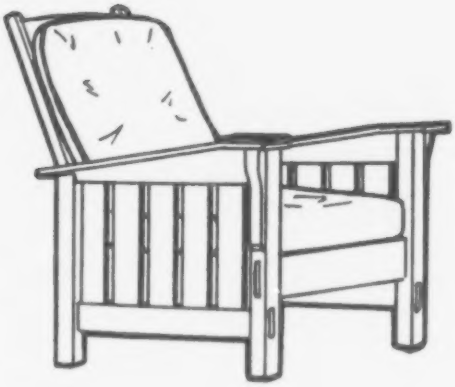
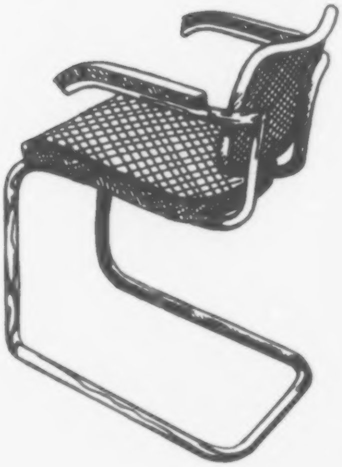
Ranch



Modern



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WRITTEN TEST

SELECTING FURNITURE AND ACCESSORIES

7

Name ______________________ Score __________

OBJECTIVE 1

List the functions of furniture.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

OBJECTIVE 2

Select from a list guidelines for choosing and purchasing home furnishings. Write an "X" in the blank before each correct answer.

____ 1. Make a furniture budget, but make spending allowances when bargains are found.

____ 2. Check the dealer's reputation: be aware of deceptive practices.

____ 3. Never lean or sit on furniture in the stores.

____ 4. Check drawer construction by opening and closing drawers to see if the operation is smooth and the drawers are snug, but not tight.

____ 5. Check the matching of patterned fabrics and the evenness of the cording in upholstered furniture.

____ 6. Avoid furniture sales.

____ 7. Consider how and by whom the furniture will be used.

____ 8. Lean against or press on heavy furniture to make certain it sits firmly on the floor.

____ 9. Make a furniture budget and stick to it; look for ways to get the maximum quantity and quality for the money budgeted.

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____ 10. Check the type of material used in the furniture construction.

____ 11. Plan selections in advance; avoid impulsive buying or persuaded purchases.

____ 12. Shop only at the largest furniture store in the area for the best prices and services.

____ 13. Purchase furnishings that are flexible enough to be moved and used in another home or setting.

____ 14. Study labels and guarantees.

____ 15. Take advantage of sales.

____ 16. Take color and fabric samples to the store, including samples of wood, paint, wallpaper, carpeting, upholstery, and draperies.

____ 17. Visit various stores to compare quality and price.

____ 18. Purchase furniture that exclusively matches the home currently being decorated.

____ 19. Take a tape measure along when shopping to check for dimensions that will fit living spaces.

____ 20. Do not ask the salesperson too many questions or take too much of his or her time when shopping.

OBJECTIVE 3

Distinguish among furniture alternatives. Write the correct letters in the blanks.

A. Improvised furniture
B. New furniture
C. Ready-to-assemble furniture
D. Rental furniture
E. Unfinished furniture
F. Used furniture

____ 1. Best purchased at reputable stores that carry brand names

____ 2. Can be made from various materials

____ 3. Can be refinished, restored, or recycled

May be photocopied for student use.

_____ 4. Can be very expensive

_____ 5. Comes boxed unassembled

_____ 6. Is sold in budget, medium-priced, and luxury lines

_____ 7. Is often available in top-quality lines but with slightly damaged features

_____ 8. May require spending more money for purchases of better quality; the best quality will last the longest

_____ 9. May offer a lease-to-buy option

_____ 10. Needs few or no tools for assembly

_____ 11. Offers wide selection of furniture and accessories

_____ 12. Requires time, work, materials, and skill to finish

_____ 13. Requires creative thinking skills, time, and talent

_____ 14. Should be considered an investment

OBJECTIVE 4

Identify common furniture styles. Write the correct letters in the blanks. Letters may be used more than once.

A. Contemporary
B. Provincial or rustic
C. Traditional or classic

_____ 1. Modern

_____ 2. Queen Anne

_____ 3. Ranch

_____ 4. Duncan Phyfe

_____ 5. Early American

_____ 6. Victorian

May be photocopied for student use.

OBJECTIVE 5

Compare materials used in furniture construction. Write the correct letters in the blanks.

A. Cardboard
B. Fabric
C. Fiberglass
D. Glass
E. Metal
F. Plastic
G. Rubber
H. Wood

____ 1. Items can be handmade or machine-made; is beautiful, durable, and often used to make case goods; a wide variety of grains, colors, and styles available; may be used as a solid or bonded product; pieces are connected using wood joints and glued for added strength

____ 2. Popular for both indoor and outdoor uses; often combined with other materials such as wood, fabric, or glass; very strong and durable, but should have a rustproof finish

____ 3. Upholstery is the fabric covering of furniture; upholstered furniture has a frame of kiln-dried hardwood, padding on the frame, springs, and a thick layer of cushioning material over the springs; the chair is then covered with an upholstery fabric

____ 4. Very versatile and can be finished in a variety of colors; mass-production often makes these pieces inexpensive; lightweight, sturdy, and easy to clean; often used in contemporary settings

____ 5. Usually used in combination with metal or wood; used on table tops and doors of display cabinets; should be tempered or treated for safety and durability

OBJECTIVE 6

Match terms used to evaluate wood furniture to their descriptions. Write the correct letters in the blanks.

A. Adobe
B. Burl
C. Case goods
D. Composite board
E. Distressed wood
F. Finishes
G. Hardwood
H. Joint
I. Pressed woods
J. Softwood
K. Solid wood
L. Wood veneer
M. Wood grain

May be photocopied for student use.

____ 1. A product that is made of all wood, and any exposed wood is made of the same wood; can be carved, sanded, and refinished; has a tendency to crack, warp and swell; is expensive

____ 2. Applied to the surfaces of furniture to protect the wood from moisture, heat, warping, and abrasion; may add color to make a less-expensive wood resemble a more expensive wood

____ 3. Made from wood particles, various resins, pressure, and heat

____ 4. Furniture constructed with wood as the main material used

____ 5. Thin layers of wood are glued together, with the most expensive or finest wood layer exposed; strong, stable, and difficult to repair if damaged

____ 6. When one piece of wood is connected to another; may be concealed or exposed; usually glued, nailed or reinforced with screws to add strength

____ 7. Wood from trees that have cones, needles, and stay green all season; has less strength and is less expensive than hardwood; may be used as back panels in case goods or for rustic, outdoor pieces

____ 8. Wood that comes from trees that lose their leaves in the winter; preferred for quality furniture, which adds expense; durable and holds nails and screws tightly

OBJECTIVE 7

List questions for evaluating upholstered furniture. List five (5) questions.

1. ____
2. ____
3. ____
4. ____
5. ____

May be photocopied for student use.

OBJECTIVE 8

Match upholstery fabrics to their descriptions. Write the correct letters in the blanks.

A. Brocade
B. Chintz
C. Cotton
D. Leather
E. Linen
F. Synthetic
G. Polyester
H. Rayon
I. Silk
J. Tapestry
K. Velvet
L. Vinyl
M. Wool

____ 1. Durable, attractive, very expensive, requires special care

____ 2. Smooth, firmly-woven fabric

____ 3. Pile weave, shows wear quickly

____ 4. Synthetic fiber, superior strength, resists snags and abrasions, resistant to stains, easy to clean

____ 5. Smooth, firmly-woven fabric, threads can catch and snag easily

____ 6. Woven, intricate pattern, heavy, durable, expensive

____ 7. Natural fiber, warmest of all fibers, firm weaves resist snags, should have mothproof finish, is usually expensive

____ 8. Sturdy, easily cleaned, can look like leather but is less expensive, popular for areas that receive hard use

____ 9. Natural fiber, wears well when firmly woven, can be blended with polyester or acrylic fibers, may be treated to resist spots and stains

OBJECTIVE 9

Select from a list guidelines for choosing accessories. Write an "X" in the blank before each correct answer.

____ 1. Dominate a room's decor with accessories.

____ 2. Arrange accessories so that those used near each other have something in common.

____ 3. Choose items that reflect personal interests and tastes.

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_____ 4. Accessorize with many items in each room; the more accessories used, the better it will probably look.

_____ 5. Use accessories to add line, form, and color.

_____ 6. Use items that serve decorative or functional purposes.

_____ 7. Arrange accessories so that "unlike" items are grouped together to provide contrast and interest.

_____ 8. Use accessories to provide light and shadows.

_____ 9. Use accessories to provide balance, rhythm, and emphasis.

_____ 10. Use accessories that blend with the design of the room.

_____ 11. Accessorize with "trendy" items, even if they do not exactly reflect personal tastes.

_____ 12. Complement with accessories, but do not let them dominate.

_____ 13. Use accessories that stand out from the design of the room.

_____ 14. Add accessories that provide material variety in decor.

OBJECTIVE 10

List the functions of lighting. List six (6) of the functions.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

May be photocopied for student use.

OBJECTIVE 11

Select from a list the effects of natural light on color schemes. Write an "X" in the blank before each correct answer.

____ 1. Makes colors seem crisper and brighter

____ 2. Gives objects warm and enhanced tones

____ 3. Makes colors appear duller

____ 4. Produces feelings of anxiety

____ 5. Produces shadows and glares when too strong

____ 6. Produces a feeling of well-being

____ 7. Gives objects cool and muted tones

OBJECTIVE 12

Distinguish among electronic, fluorescent, and incandescent light bulbs. Write "E" if the answer is electronic (E-lamp), write "F" if the answer is fluorescent, and write "I" if the answer is incandescent.

____ 1. Uses electrodes to make gases inside the bulb glow

____ 2. Can generate up to 150 watts of power

____ 3. Lifespan of 15,000 to 20,000 hours

____ 4. Light is often considered cold and unflattering

____ 5. Uses the most electricity and is most expensive to operate

____ 6. Uses a magnetic coil that generates a radio signal, which mixes with the same gas used in fluorescent bulbs to form a plasm, which make a phosphorus coating on the inside of the glass glow

____ 7. Intensity of the light is determined by the size, wattage, shape, and bulb surface treatment

____ 8. Color of the light can be altered by the type of coating in the tube

____ 9. Disperses light over large areas and causes less glare

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_____ 10. Least expensive bulb to install and replace

_____ 11. More expensive to install and replace than incandescent bulbs

_____ 12. Uses one-fourth of the energy of incandescent bulbs

_____ 13. Requires less energy to operate and lasts as much as seven times longer than incandescent bulbs

_____ 14. Creates the most heat

_____ 15. Tubes may be straight, circular, or U-shaped

_____ 16. Can last from 10 to 20 years

_____ 17. Available in many different shapes, sizes, colors, wattages

_____ 18. Has a filament that glows when electricity passes through it

_____ 19. Fits most light sockets

_____ 20. Produces about four times as much light as an incandescent bulb with the same wattage

_____ 21. Lifespan of 750 to 1,500 hours

_____ 22. Light is flattering to skin tones

_____ 23. Relatively high purchase price

_____ 24. Fits in standard light sockets

OBJECTIVE 13

List considerations in choosing lamps and lamp shades. Write out the consideration associated with each key word.

1. Harmonize – ____

____

2. Bases – ____

____

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3. Function – ______________________________

____

4. Opaque – ______________________________

____

5. Translucent – ______________________________

____

OBJECTIVES 14-19

Evaluated on Assignment Sheets 1-6.

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LAP
SHEET

SELECTING APPLIANCES

8

Check the blank as you complete each step.

1. **Take**	___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. **Read**	___ the Introduction, Unit Objective, and Specific Objectives.
3. **Do**	___ the Focus Assignments.
4. **Stop**	___ and have your instructor evaluate your work from the Focus Assignment. After your work has been evaluated, follow your instructor's recommendations.
5. **Study**	___ the Information Sheet, Objective(s) 1. Review the definition of the term in the "Words You Should Know" box. Think about the importance of aesthetic features when purchasing appliances.
Optional: Look	___ through housing magazines and catalogs to identify differences in aesthetic features of appliances. Share your findings with your instructor.
6. **Study**	___ the Information Sheet, Objective(s) 2. Create a list of ways to locate second-hand appliances and discuss the list with your instructor.
Optional: Identify	___ the "hidden costs" of appliances, such as costs for wiring, plumbing, installation, and delivery. Make a list of 3-4 appliances, then list possible hidden costs for each. Discuss the list with your instructor.
Optional: Write	___ a short (1-2 paragraphs) explanation of the differences between necessary appliances and those that are "nice-to-have." Discuss your result with your instructor.

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7. Study ___ the Information Sheet, Objective(s) 3. Review the EnergyGuide label and study the information it provides. Consider that the long-term operating costs of a major appliance can far exceed its purchase price. Some higher-priced appliances cost less to operate than less expensive models. Also, appliances operating on electricity measure energy consumption in watts per hour.

Optional: Read ___ *Selecting A Range* and *Selecting A Refrigerator-freezer.* Ask your instructor if copies are available.

Optional: Locate ___ examples of EnergyGuide labels on appliances at home. Interpret a label for your instructor. Read *Save Energy – and Money – in the Kitchen.* Ask your instructor if a copy is available.

8. Study ___ the Information Sheet, Objective(s) 4. Think about examples of seals of approval with which you are familiar.

9. Do ___ Assignment Sheet 1.

10. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

Optional: Find ___ examples of current interest rates of major credit cards, banks, and in-store credit plans. Summarize your findings on paper and discuss the advantages and disadvantages of the various financing options. Present your results to your instructor.

11. Study ___ the Information Sheet, Objective(s) 5.

12. Do ___ Assignment Sheet 2.

13. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

14. Study ___ the Information Sheet, Objective(s) 6.

15. Do ___ Assignment Sheet 3.

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16. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

Optional: Prepare ___ a list of local agencies which help consumers.

17. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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TM

ENERGYGUIDE LABEL

(Name of Corporation)
Model(s) ET17HKXL, ET 17HKXM

Refrigerator-Freezer
Capacity: 17.2 Cubic Feet

ENERGYGUIDE

Estimates on the scale are based on a national average electric rate of 6.75¢ per kilowatt hour

Only models with 16.5 to 18.4 cubic feet are compared in the scale

$59

Model with lowest energy cost
$61

Model with highest energy cost
$120

The energy cost of the model was not available at the time the range was published

Your cost will vary depending on your local energy rate and how you use the product. This energy cost is based on U.S. Government standard tests

How much will this model cost you to run yearly?

		Yearly cost
Cost per kilowatt hour	**2¢**	$18
	4¢	$35
	6¢	$53
	8¢	$70
	10¢	$88
	12¢	$106

Ask your salesperson or local utility for the energy rate (cost per kilowatt hour) in your area.

Important: **Removal of this label befor consumer purchase is a violation of federal law (42 U S C 6302)**

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WRITTEN TEST

SELECTING APPLIANCES

8

Name ______________________ Score __________

OBJECTIVE 1

List features of appliances. List five (5) features.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

OBJECTIVE 2

List guidelines for selecting and purchasing appliances. List eight (8) guidelines.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

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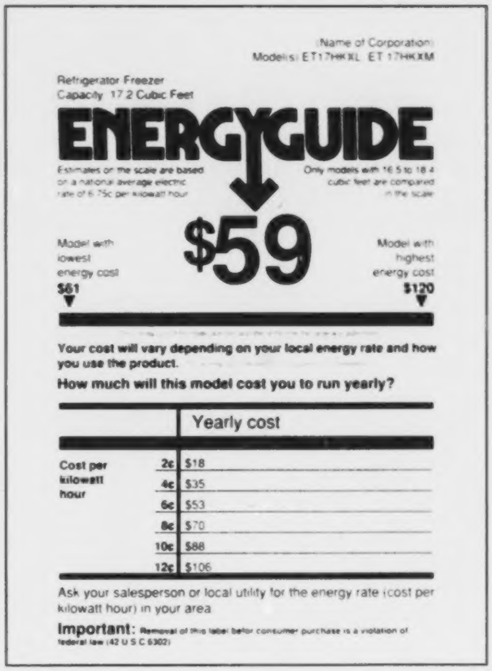
OBJECTIVE 3

Interpret EnergyGuide labels. Write the correct answers in the blanks.



(Name of Corporation)
Model(s) ET17HKXL ET17HKXM

Refrigerator Freezer
Capacity 17.2 Cubic Feet

ENERGYGUIDE

Estimates on the scale are based on a national average electric rate of 6.75¢ per kilowatt hour

Only models with 16.5 to 18.4 cubic feet are compared in the scale

$59

Model with lowest energy cost **$61**

Model with highest energy cost **$120**

Your cost will vary depending on your local energy rate and how you use the product.

How much will this model cost you to run yearly?

		Yearly cost
Cost per kilowatt hour	**2¢**	$18
	4¢	$35
	6¢	$53
	8¢	$70
	10¢	$88
	12¢	$106

Ask your salesperson or local utility for the energy rate (cost per kilowatt hour) in your area

Important: Removal of this label befor consumer purchase is a violation of federal law (42 U S C 6302)

1. To what type of item does the label apply?

____

2. What is the capacity of the item?

____

3. What is the estimated annual energy cost?

____

4. If the energy cost in your area is eight cents per kilowatt hour, how much should it cost each year to operate this appliance?

____

May be photocopied for student use.

OBJECTIVE 4

Distinguish among seals of approval, warranties, and guarantees. Write the correct letter in the blanks.

A. guarantee
B. seal of approval
C. warranty

____ 1. Promise that an item will be replaced or repaired if it does not function properly

____ 2. Promise that a product or service is exactly as stated or advertised

____ 3. Promise that new products have met safety standards

OBJECTIVE 5

Compare options for financing major appliances. Write the correct letter in the blanks.

A. bait-and-switch
B. cash
C. charge
D. credit record
E. finance charge

F. in-store credit
G. loan
H. rent
I. rent-to-own
J. student loan

____ 1. Pay a down payment plus a monthly fee which applies to the purchase price of the item

____ 2. Pay a set monthly charge to use the appliance

____ 3. Pay the total amount due at the time of purchase

____ 4. Purchase the item over an extended period, paying an interest charge to the store

____ 5. Purchase the item using a credit card, paying the total amount due plus interest charges to the credit source

____ 6. Purchase the item by adding the cost to a home loan or take out a bank loan, paying an interest charge to the lender

May be photocopied for student use.

OBJECTIVE 6

List product information to record or file for reference. List six (6) items.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

OBJECTIVES 7-9

Evaluated on Assignment Sheets 1-3.

May be photocopied for student use.

LAP
SHEET

PLANNING FOR SAFETY AND SECURITY

9

Check the blank as you complete each step.

1. **Take**	___	the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. **Read**	___	the Introduction, Unit Objective, and Specific Objectives.
3. **Do**	___	the Focus Assignments.
4. **Stop**	___	and have your instructor evaluate your work from the Focus Assignment. After your work has been evaluated, follow your instructor's recommendations.
5. **Study**	___	the Information Sheet, Objective(s) 1. Ask yourself "What safety and security concerns related to housing have you experienced?"
6. **Study**	___	the Information Sheet, Objective(s) 2. Think about examples of dangers that are present in the various rooms of homes.
Optional: Read	___	*Locked Up Poisons Prevent Tragedy* and/or *U.S. Consumer Product Safety Commission Poison Lookout Checklist.* Ask your instructor if copies are available.
7. **Study**	___	the Information Sheet, Objective(s) 3. Locate the smoke detectors in your home. Think about their placement, operating condition, and if enough are available for the size and design of your home. Discuss your findings with your instructor.
Optional: Read	___	*Preventing and Surviving Home Fires: Awareness is the Key* and/or *Smoking Out the Facts About Home Fire Detection.* Ask your instructor if copies are available.
8. **Study**	___	the Information Sheet, Objective(s) 4. Review the definitions of the terms in the "Words You Should Know" box.
Optional: Watch	___	the videotape *Fire Extinguishers – The First Responder*, if available.

May be photocopied for student use.

Optional: Read ___ *Portable Fire Extinguisher Selection and Use.* Ask your instructor if a copy is available.

9. Study ___ the Information Sheet, Objective(s) 5. Note that a fire extinguisher is not the safest response to a fire emergency if the extinguisher is not appropriate for the class of fire involved. When might it be better to evacuate the premises and call fire fighting professionals than to try to fight the fire? Discuss your responses with your instructor.

10. Ask ___ your instructor about the "Stop, Drop, and Roll" method of extinguishing a fire on a person.

Optional: Watch ___ the videotape *Portable Fire Extinguishers*, if available.

Optional: Participate ___ in an outdoor demonstration in using charged fire extinguishers, if planned by your instructor.

11. Do ___ Assignment Sheet 1.

12. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

13. Study ___ the Information Sheet, Objective(s) 6. Identify for your instructor the primary and secondary escape routes for the classroom.

Optional: Read ___ *10 Tips for Fire Safety.* Ask your instructor if a copy is available.

Optional: Read ___ *Be Fire Smart: Tips for Home Owners and Renters.* Ask your instructor if a copy is available.

14. Do ___ Assignment Sheet 2.

15. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

16. Study ___ the Information Sheet, Objectives 7 and 8.

Optional: Read ___ *Home Fire Safety.* Ask your instructor if a copy is available.

Optional: Read ___ *Home Security Basics, Security Starts at Your Door, A Room by Room Home Safety Tour,* and/or *Checklist for Home Safety.* Ask your instructor if copies are available.

Optional: Watch ___ the videotapes *The Path of Least Resistance* and *Slips, Trips, and Falls,* if available.

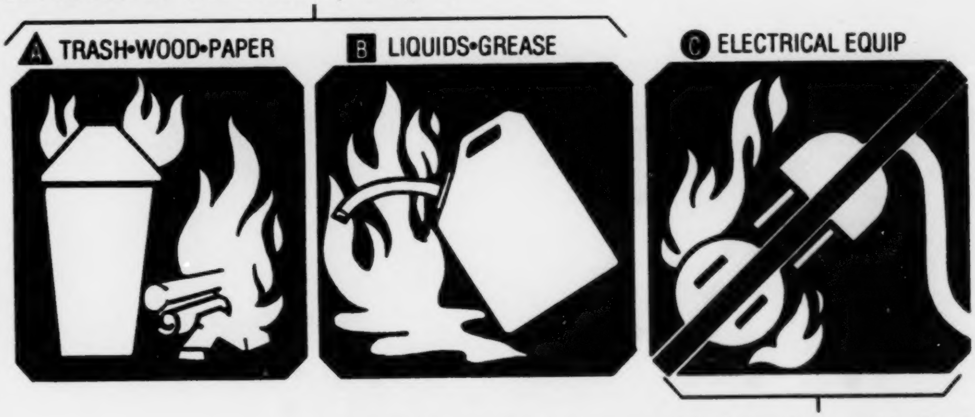
17. Do ___ Assignment Sheet 3.

18. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

19. Take ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

Symbols for Fire Extinguishers

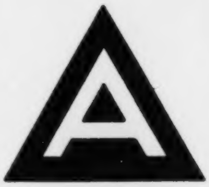
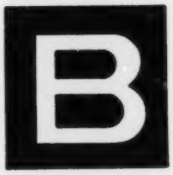
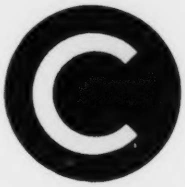
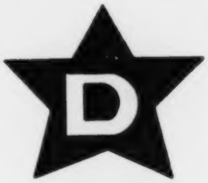

A TRASH•WOOD•PAPER
B LIQUIDS•GREASE
C ELECTRICAL EQUIP

Symbols with blue backgrounds indicate fire extinguisher can be used for class of fire portrayed.

Symbols with red line across a black background indicate fire extinguisher *cannot* be used for class of fire portrayed.

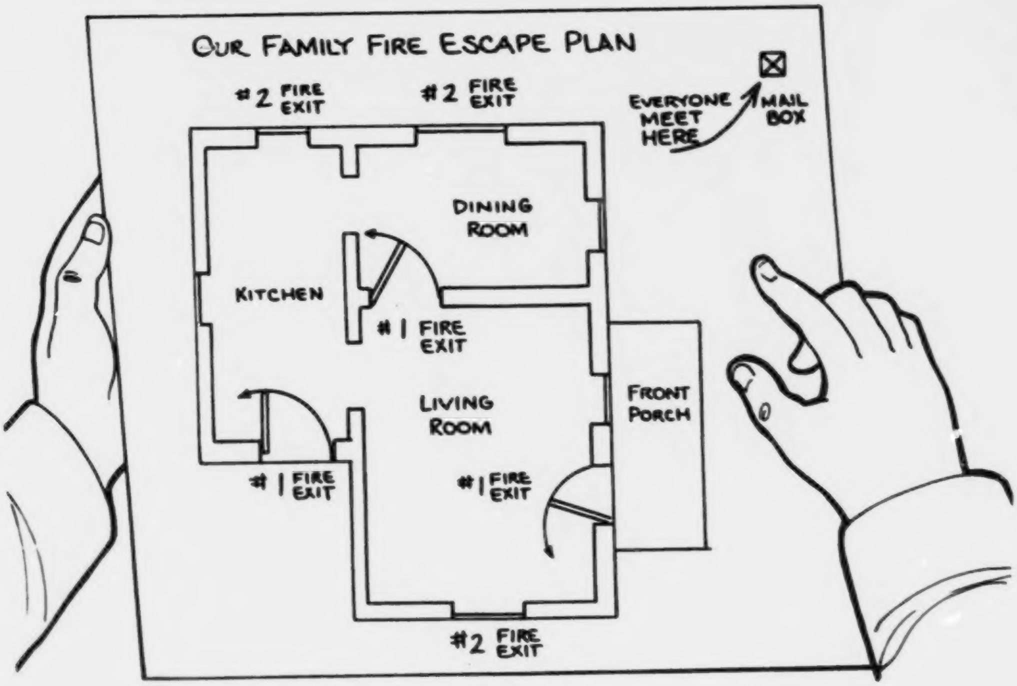
May be photocopied for student use.

Symbols for Fire Extinguishers

GREEN	RED	BLUE	YELLOW
			
ORDINARY COMBUSTIBLES	FLAMMABLE LIQUIDS	ELECTRICAL EQUIPMENT	COMBUSTIBLE METALS

May be photocopied for student use.

Sample Plan for Escape Routes


OUR FAMILY FIRE ESCAPE PLAN
#2 FIRE EXIT
#2 FIRE EXIT
EVERYONE MEET HERE
MAIL BOX
DINING ROOM
KITCHEN
#1 FIRE EXIT
LIVING ROOM
FRONT PORCH
#1 FIRE EXIT
#1 FIRE EXIT
#2 FIRE EXIT

May be photocopied for student use.

PLANNING FOR SAFETY AND SECURITY

Name ______________________________ Score __________

OBJECTIVE 1

List common safety and security concerns related to housing.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

OBJECTIVE 2

Name methods for childproofing a home. Name eight (8) methods.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

May be photocopied for student use.

OBJECTIVE 3

Identify the location of fire extinguishers for minimum safety.
Write an "X" in the blank before each correct answer.

____ 1. In every room that poses a potential fire hazard

____ 2. In the bathroom

____ 3. Near exits or escape routes

____ 4. Near the floor

____ 5. On the center level of multi-level homes

____ 6. On each level of multi-level homes, including attics and basements

____ 7. On the wall, 3 1/2 - 5 feet above the floor

____ 8. Out of sight

____ 9. Where they are easy to see and are easily accessible

____ 10. Where fire is least likely to occur

OBJECTIVE 4

Match the basic classes of fires to examples of each class.
Write the correct letter in the blanks.

A. Class A fires
B. Class B fires
C. Class C fires
D. Class D fires

____ 1. Electrical equipment, such as motors, switches, and computers

____ 2. Flammable liquids, such as grease, gasoline, paints, and oils

____ 3. Ordinary combustibles, such as wood, paper, and cloth

____ 4. Combustible metals, such as iron and magnesium

May be photocopied for student use.

OBJECTIVE 5

List in order the basic steps for using a fire extinguisher.

1. P – ____________________

2. P – ____________________

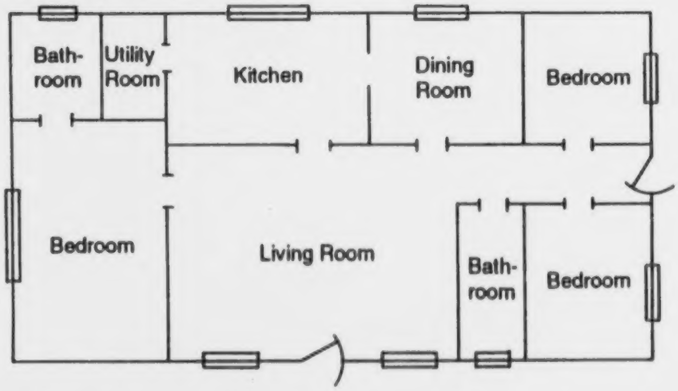
3. P – ____________________

4. S – ____________________

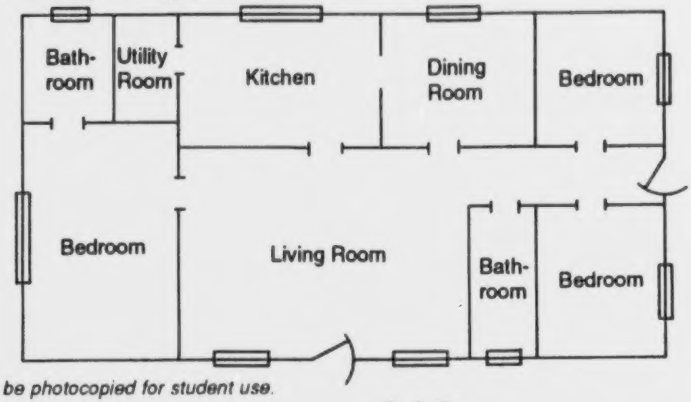
OBJECTIVE 6

Define primary and secondary escape routes. Using arrows, draw the best escape route for the houses below.

Primary escape route


Bath-room
Utility Room
Kitchen
Dining Room
Bedroom
Bedroom
Living Room
Bath-room
Bedroom

Secondary escape route


Bath-room
Utility Room
Kitchen
Dining Room
Bedroom
Bedroom
Living Room
Bath-room
Bedroom

May be photocopied for student use.

OBJECTIVE 7

List ways to improve home security. List ten (10) ways.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

OBJECTIVE 8

Answer questions about preventing accidents at home.

1. When should appliances be turned off?

   ____

2. How should a power cord be disconnected?

   ____

3. Where should chemicals be stored?

   ____

4. How many smoke detectors should be installed on every level of a building?

   ____

5. How should work areas be kept?

   ____

OBJECTIVES 9-11

Evaluated on Assignment Sheets 1-3.

May be photocopied for student use.

LAP SHEET

EXPLORING CAREERS IN HOUSING AND HOME FURNISHINGS

10

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, Objective(s) 1.

Optional: View ___ the videotapes *Careers in the Home Furnishings Industry* and *Careers in Interior Design*.

Optional: Interview ___ a career counselor, instructor, and/or industry representative about educational and/or career opportunities in the field of housing and home furnishings.

Optional: View ___ the videotape *Careers in Construction* for information on job duties, wages and salaries, job outlook, and education and training required in the field of construction.

6. **Do** ___ Assignment Sheet 1.

7. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

8. **Study** ___ the Information Sheet, Objective(s) 2.

Optional: Collect ___ classified advertisements relating to the housing industry. What do the samples indicate about opportunities in the industry?

9. **Do** ___ Assignment Sheet 2.

May be photocopied for student use.

10. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

11. Study ___ the Information Sheet, Objective(s) 3.

Optional: Identify ___ advantages and disadvantages of being an entrepreneur. Use any resources you choose. Then, compare your personal characteristics to those listed in Objective 3. How do they compare? What kinds of businesses would you like to own? Write 1-2 paragraphs summarizing your work and discuss it with your instructor.

Optional: Review ___ a copy of the *Skills for Employment* series of publications. Ask your instructor if a copy is available.

Optional: View ___ the videotape *Open for Business*, Programs 1 and 2, a video series with interviews of six entrepreneurs who define, describe, and discuss advantages and disadvantages of being self-employed. Ask your instructor if a copy is available.

12. Do ___ Assignment Sheet 3.

13. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

14. Take ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN TEST

EXPLORING CAREERS IN HOUSING AND HOME FURNISHINGS

10

Name ______________________________ Score __________

OBJECTIVE 1

Identify career opportunities in housing and home furnishings. Write the correct letters in the blanks.

A.	appliance repair person	N.	home care and maintenance specialist
B.	architect	O.	interior designer
C.	building contractor	P.	landscape architect
D.	buyer	Q.	moving consultant
E.	computer programmer	R.	real estate broker
F.	computer operator	S.	refinisher
G.	construction machine operator	T.	researcher
H.	decorator	U.	salesperson
I.	drafter	V.	skilled tradesperson
J.	paper hanger	W.	teacher
K.	engineer	X.	upholsterer
L.	floral designer	Y.	urban planner
M.	home economist	Z.	custom sewing professional

_____ 1. Designs and fashions floral pieces and decorations

_____ 2. Designs houses and buildings to meet the needs and desires of the individuals having the structure built

_____ 3. Develops the programs and software that provide information for computer systems

_____ 4. Displays and sells home furnishing items using detailed knowledge of merchandise

_____ 5. Performs a variety of jobs related to cleaning and caring for the maintenance of homes or offices

_____ 6. Performs specific jobs involved in building a structure

_____ 7. Plans and coordinates every activity of the construction project

May be photocopied for student use.

_____ 8. Plans and designs artistic interiors; recommends colors, fabrics, furniture, and accessories; sketches furniture arrangements

_____ 9. Plans and designs development of land areas

_____ 10. Prepares clear, complete, and accurate working plans and detail drawings from rough or detailed sketches

_____ 11. Purchases merchandise for department or furniture stores

_____ 12. Rents, buys, and sells property to clients

_____ 13. Repairs and rebuilds upholstered furniture using hand tools and knowledge of fabrics and upholstery methods

_____ 14. Investigates new materials and technology available to solve problems in the building industry

_____ 15. Runs large machines safely and efficiently

_____ 16. Runs the computers that design fabric, furniture, and architecture using computer graphics; compute costs, track inventory, analyze sales figures, and maintain records

_____ 17. Serves as a link between the public and manufacturers or universities; tests products, demonstrates use and care of home products, answers consumer inquiries

_____ 18. Instructs housing courses in areas of public, private, or higher education

_____ 19. Covers interior walls and ceilings with wallpaper or fabric

_____ 20. Joins precut materials to form finished draperies, pillows, and accessories

OBJECTIVE 2

Select from a list steps in making career decisions. Write an "X" in the blank before each step.

_____ 1. Obtain needed training or education for your career after receiving a college degree.

_____ 2. Compile a list of working conditions of personal importance.

May be photocopied for student use.

_____ 3. Identify and evaluate personal characteristics, aptitudes, skills, and hobbies.

_____ 4. Make a mental list of goals.

_____ 5. Obtain needed training and/or education.

_____ 6. Pursue a position in the field of interest.

_____ 7. Research careers of interest.

_____ 8. Set a time schedule for meeting goals.

_____ 9. Set, whether realistic or not, career goals.

_____ 10. Set challenging but realistic career goals.

_____ 11. State goals specifically and in writing.

_____ 12. Talk about careers of interest.

OBJECTIVE 3 **List resources needed by an entrepreneur.** List ten (10) resources.

____

____

____

____

____

____

____

____

____

____

OBJECTIVES 4-6 **Evaluated on Assignment Sheets 1-3.**

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Housing and Home Furnishings

Student Workbook

Developed by the
Curriculum and Instructional Materials Center
for the Division of Home Economics Education
Oklahoma Department of Vocational and Technical Education

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Curriculum and Instructional Materials Center

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Evaluating Housing Alternatives 2-1

UNIT 3
Financing Housing Alternatives 3-1

UNIT 4
Applying Elements and Principles of Interior Design 4-1

UNIT 5
Arranging Interior Spaces 5-1

UNIT 6
Designing Interior Backgrounds 6-1

UNIT 7
Selecting Furniture and Accessories 7-1

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Selecting Appliances 8-1

UNIT 9
Planning for Safety and Security 9-1

UNIT 10
Exploring Careers in Housing and Home Furnishings 10-1

OBJECTIVE SHEET

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

INTRODUCTION

Housing satisfies human needs and wants. One of these is the need for shelter, a place for protection from extreme weather conditions of heat, cold, and wind. Housing also helps to satisfy physical and psychological needs. These needs include everything needed to live, such as food, sleep, and safety, and needs related to emotional well-being, such as the need for belonging, identity, and privacy. In addition, housing provides a place where people can have and do the things that are important to them. Personal requirements for housing are different for different lifestyles and change as people move through the life cycle.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read about personal needs for space. Use your textbook, reference book, magazines, or other resources. As you read, pay special attention to the influence of personal space needs on living space.
WRITING:	Write a short (one paragraph to one page) explanation of personal needs for space, the factors influencing those needs, and the impact of personal space needs on living space. Include examples of housing choices that reflect personal space needs

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. List factors influencing personal space needs.
2. Match types of sensory cues with their descriptions.
3. Explain in writing the effects of sensory cues on living space design.

4. Match human needs met by housing to their descriptions.

5. List factors affecting needs for space in a home.

6. Select from a list considerations for designing or adapting space in housing.

7. List lifestyle characteristics that affect housing needs.

8. Identify housing needs for specific stages of the family life cycle.

9. Discuss in writing factors which have an impact on housing trends.

10. Define personal territory. (Assignment Sheet 1)

11. Describe sensory cues. (Assignment Sheet 2)

12. Compare the costs of housing needs and wants. (Assignment Sheet 3)

13. Determine personal values influencing needs for space. (Assignment Sheet 4)

14. Evaluate living space for personal needs. (Assignment Sheet 5)

15. Compare housing in the past, in the present, and in the future. (Assignment Sheet 6)

INFORMATION SHEET 1

PLANNING LIVING SPACE FOR HUMAN NEEDS

OBJECTIVE 1

Required Activities/ Resources in Instructor's Guide

List factors influencing personal space needs.

WORDS YOU SHOULD KNOW	
contact person	individual who prefers living space designed to encourage activities with others
non-contact person	individual who prefers living space designed to discourage activities with others
sensory perception	attain awareness or understanding of living space through one or all of the senses

- Contact or non-contact person
- Sensory perception
- Personal priorities

  EXAMPLE: Prefer to be alone or in social settings; like large, open areas or smaller, cozy environments; prefer dark or lightness in areas

OBJECTIVE 2

Required Activities/ Resources in Instructor's Guide

Match types of sensory cues with their descriptions.

☑ **NOTE:** How people experience space is not just a matter of how far they are from one another in inches or feet; senses also play a role.

WORDS YOU SHOULD KNOW	
sensory cues	physiological functions involving the sense organs such as sight, hearing, smell, taste, or touch

- **auditory** – experienced through hearing
- **kinesthetic** – experienced through body movement
- **olfactory** – relating to the sense of smell
- **thermal** – relating to heat
- **visual** – relating to sight

OBJECTIVE 3

Required Activities/ Resources in Instructor's Guide

Explain in writing the effects of sensory cues on living space design.

- **auditory** – allows quiet areas for rest and relaxation, as well as areas where people can enjoy conversation, music, and play without disturbing others
- **kinesthetic** – provides space for work, activity, and movement without feeling overcrowded or restricted
- **olfactory** – provides pleasant scents or the absence of unpleasant odors

  EXAMPLE: Cedar panelling produces a smell that some people find appealing in their homes.
- **thermal** – produces a feeling of warmth and protection from the cold
- **visual** – provides variety in colors, shapes, sizes and arrangements

OBJECTIVE 4

Required/Optional Activities/Resources in Instructor's Guide

Match human needs met by housing to their descriptions.

WORDS YOU SHOULD KNOW	
primary needs	physical needs that are common to humans such as shelter
secondary needs	lower priority needs that are psychological or social in nature

- **privacy** – a psychological need for housing that allows distance from others

- **security** – a secondary need for housing that provides a sense of belonging and protection from physical danger
- **shelter** – the primary need for housing that provides protection from the elements

OBJECTIVE 5

Required/Optional Activities/Resources in Instructor's Guide

List factors affecting needs for space in a home.

- Social activities

  EXAMPLES: Living room, family room

- Quiet, private activities

  EXAMPLES: Bedroom, study

- Work, storage, and maintenance activities

  EXAMPLES: Kitchen, laundry room, garage

OBJECTIVE 6

Required/Optional Activities/Resources in Instructor's Guide

Select from a list considerations for designing or adapting space in housing.

☑ **NOTE:** Interior space is generally divided into areas based on intended use. How that space is divided and used is a basic consideration when making housing decisions.

- Family space needs
- Illusion of space or size
- Lifespan needs
- Living space expansion or extension
- Room size
- Special needs

  EXAMPLE: Wheelchair accessibility

- Storage
- Traffic lanes or patterns
- Well-defined areas

OBJECTIVE 7

Required Activities/ Resources in Instructor's Guide

List lifestyle characteristics that affect housing needs.

WORDS YOU SHOULD KNOW	
lifestyle	a living pattern or way of life

- Activities and hobbies the family enjoys
- Personal needs of family members
- Stage in the family life cycle

OBJECTIVE 8

Required Activities/ Resources in Instructor's Guide

Identify housing needs for specific stages of the family life cycle.

☞ **NOTE:** According to researchers, most families will follow eight fairly predictable patterns as they grow and develop. While the cycle may vary, there are general family life cycle trends. Just as families grow and change, so do their housing needs.

Establishment Stage	**Stage 1**	Newly-married couple; no children	First home, usually small
Growth Stages	**Stage 2**	Childbearing years; couple with infants or toddlers	Second home or expanding first home; family has greater and more complex housing needs
	Stage 3	Preschool years; couple with oldest child between 3 and 6 years	
	Stage 4	School-age; couple with oldest child between 6 and 13 years	
	Stage 5	Adolescent years; couple with oldest child between 13 and 18 years	
Contracting Stages	**Stage 6**	Launching years; the time when the oldest child leaves home until the last child leaves home	Smaller home (after retirement); may no longer need or want extra space
	Stage 7	Middle-age; the time when children leave home until the couple retires	
	Stage 8	Retirement; the time from retirement until death of both spouses	Age-oriented housing; may need to add features such as handrails and ramps; apartment living may be desirable

OBJECTIVE 9

Required/Optional
Activities/Resources
in Instructor's Guide

Discuss in writing factors which have an impact on housing trends.

☑ **NOTE:** Predicting housing trends involves many uncertainties. Housing must allow for the changes that take place in our lives, while taking advantage of new technologies. Housing must also take care of and protect the environment.

- **construction materials** – traditional materials include wood, concrete, bricks, and stone; new construction materials are being developed such as molded plastics, fiberglass, and molded plywood; old materials can be put to use by recycling and reducing waste in housing

- **construction methods** – traditionally, houses have been constructed at the building site; new construction methods include prefabricated and modular construction

- **environment** – new homes are often designed to consume a minimal amount of energy and natural resources while making maximum use of available energy and pollution control measures

- **legislation** – local, state, and federal laws which can regulate construction methods, zoning, and materials

- **national economy** – land and building material prices and availability, together with unemployment rates, lead to smaller houses

- **population** – growth creates a need for new housing

- **science and technology** – high levels of technology are being used in designing and constructing homes

  EXAMPLES: Computer-aided design, "Smart House" technology, solar heating

OBJECTIVES 10-15

Complete Assignment Sheets 1-6.

ASSIGNMENT SHEET 1

PLANNING LIVING SPACE FOR HUMAN NEEDS

Name ______________________________ Score __________

OBJECTIVE 10

Define personal territory.

INSTRUCTIONS

- As discussed in Objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

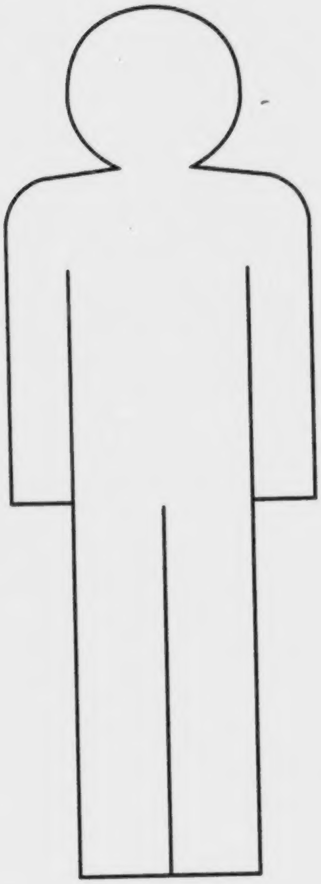
Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Data Analysis and Display
- Collect/record data

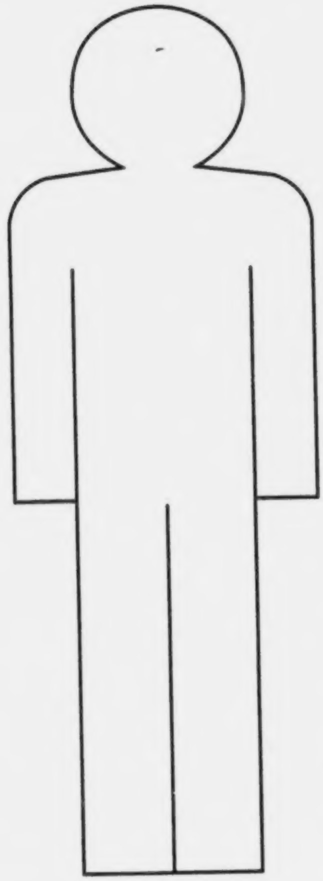
Functional Math
- Make measurements

General Relating
- Apply information to life experiences

AT SCHOOL



IN AN ELEVATOR



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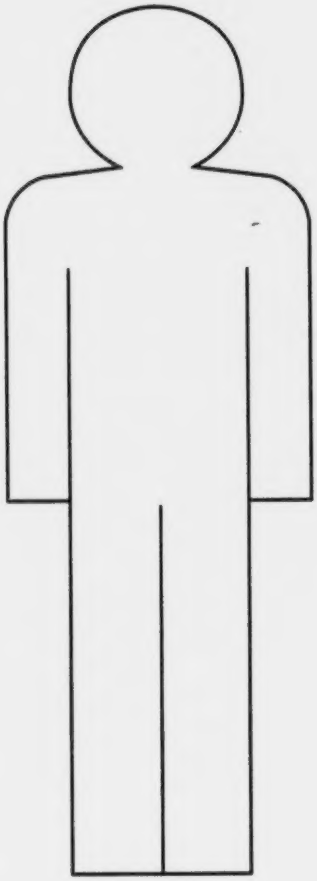
ON A SOCIAL OCCASION



1. Describe the difference in attitude or emotion you feel in each situation.

At school ____

____

In an elevator ____

____

On a social occasion ____

____

2. Do you think of yourself as a contact or non-contact person? Explain your answer and give an example.

____

____

____

3. What emotional reaction do you feel when someone invades your personal space?

____

____

____

4. What is one way to plan a house or room, to ensure that personal space is not invaded?

____

____

____

ASSIGNMENT SHEET 2

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________________ Score __________

OBJECTIVE 11

Describe sensory cues.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Data Analysis and Display
- Collect/record data

Cognitive Activities
- Collect/record information
- Analyze/synthesize information

- Sensory awareness can affect ways in which a person perceives a room or home environment. Human senses are affected by various aspects of the living space design.
- Choose two living space areas. Spend a few minutes in each area observing characteristics of the environments.
- Answer the following questions based on the sensory cues.

Part 1

Room 1

Room location: ______________________________

Time of day: ______________________________

Number of people in the room: ______________________________

1. What was observed using auditory cues?

____

____

2. What was observed using kinesthetic cues?

____

____

3. What was observed using olfactory cues?

____

____

4. What was observed using thermal cues?

____

____

5. What was observed using visual cues?

____

____

6. What overall feeling did you get from the sensory cues in this room?

____

____

7. What sensory cue changes would you suggest to improve this setting?

____

____

8. How might the activities during different times of the day affect what was sensed?

____

____

Room 2
Room location: ______________________________
Time of day: ______________________________
Number of people in the room: ____________________

1. What was observed using auditory cues?

____

____

2. What was observed using kinesthetic cues?

____

____

3. What was observed using olfactory cues?

____

____

4. What was observed using thermal cues?

____

____

5. What was observed using visual cues?

____

____

6. What overall feeling did you get from the sensory cues in this room?

____

____

7. What sensory cue changes would you suggest to improve this setting?

8. How might the activities during different times of the day affect what was sensed?

Part 2

Of the two rooms, in which did you feel most comfortable? Please explain your answer.

ASSIGNMENT SHEET 3

PLANNING LIVING SPACE FOR HUMAN NEEDS

Name ______________________________ Score __________

OBJECTIVE 12

Compare the costs of housing needs and wants.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Operation and Calculation
- Calculate with whole numbers

Data Analysis and Display
- Collect/record data

Cognitive Activities
- Draw conclusions

- With housing costs increasing, it is important to carefully budget one's income when renting or buying a home. Deciding how much money to spend on housing is a personal choice that depends on individual needs, income, values, and priorities.
- Read each of the following situations. Calculate the cost differences in housing *needs* and housing *wants*.

PART 1

Joe is a single, 22-year-old, full-time construction worker and part-time student. He has budgeted $400 to a maximum of $450 per month for rent. The new Willowbend Apartment Complex is close to his school and work site, provides 24-hour security, and has two vacancies.

Apartment A -- Three bedroom apartment with dishwasher, washing machine and dryer, built-in microwave, located pool-side. $450 per month

Apartment B -- One bedroom apartment with no dishwasher, access to the apartment complex laundry facility, built-in microwave, located one building away from the swimming pool. $375 per month

1. Do both apartments provide for the basic human needs housing should meet? Explain your answer:

____

____

2. Which apartment may provide for "wants" that are not "needed" for adequate housing? Explain your answer:

3. How much financial difference per month is there in the two apartments?

4. If Joe has to sign a 12-month lease, how much will a one-year lease cost?

   Apartment A – ____________________

   Apartment B – ____________________

5. Discuss in writing which apartment would be the better choice for Joe. Explain your reasons.

PART 2

Margaret is single, a computer technician, and is looking to purchase her first home. The house she is considering costs $60,000. Unfortunately, it does not have all of the features she would like to have.

1. How much will the following cost?

   ☑ **NOTE:** Use local newspaper advertisements, sales catalogs, and store prices to estimate these costs.

ITEM	BRIEF DESCRIPTION	COST
Dishwasher		
Washing machine		
Clothes dryer		
Garbage disposal		
Electric garage door opener		
Refrigerator with ice-maker		
TOTAL:		$

2. What is the total amount Margaret could expect to spend to purchase the house and the additional items she wants?

____

ASSIGNMENT SHEET 4 — *PLANNING LIVING SPACE FOR HUMAN NEEDS*

1

Name ______________________________ Score __________

OBJECTIVE 13

Determine personal values influencing needs for space.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Listening
- Apply active listening skills

Interactive
- Conduct/receive interviews

- As covered in Objective 5, people have their own personal needs for space. Use this Assignment Sheet to determine a classmate's need for space, as well as to discuss your own values and how they influence space needs.
- Pair up with one classmate.
- Working in pairs, compare factors that affect each other's needs for space. Using the form below, interview your partner.
- Be prepared to discuss your findings in class.

Part 1

Interviewee Statistics

Age: __________
Sex: __________
Number of people in their household: __________

1. Are your space needs met in your current housing situation? Explain your answer.

____

____

2. In what part of your home do you spend the most time?

____

____

3. What is it about that room that makes you enjoy spending time there?

4. How do your hobbies and interests affect your housing space needs?

5. What changes could be made to your home to better meet your family's space needs?

Part 2

Interviewer's Findings

1. What did you learn about your partner and her or his space needs through this assignment?

2. What did you learn about your own space needs by completing this assignment?

ASSIGNMENT SHEET 5

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________ Score __________

OBJECTIVE 14

Evaluate living space for personal needs.

INSTRUCTIONS

- Study the room arrangement on the next page.
- Evaluate how this specific arrangement does or does not meet *your personal needs* for bedroom space.

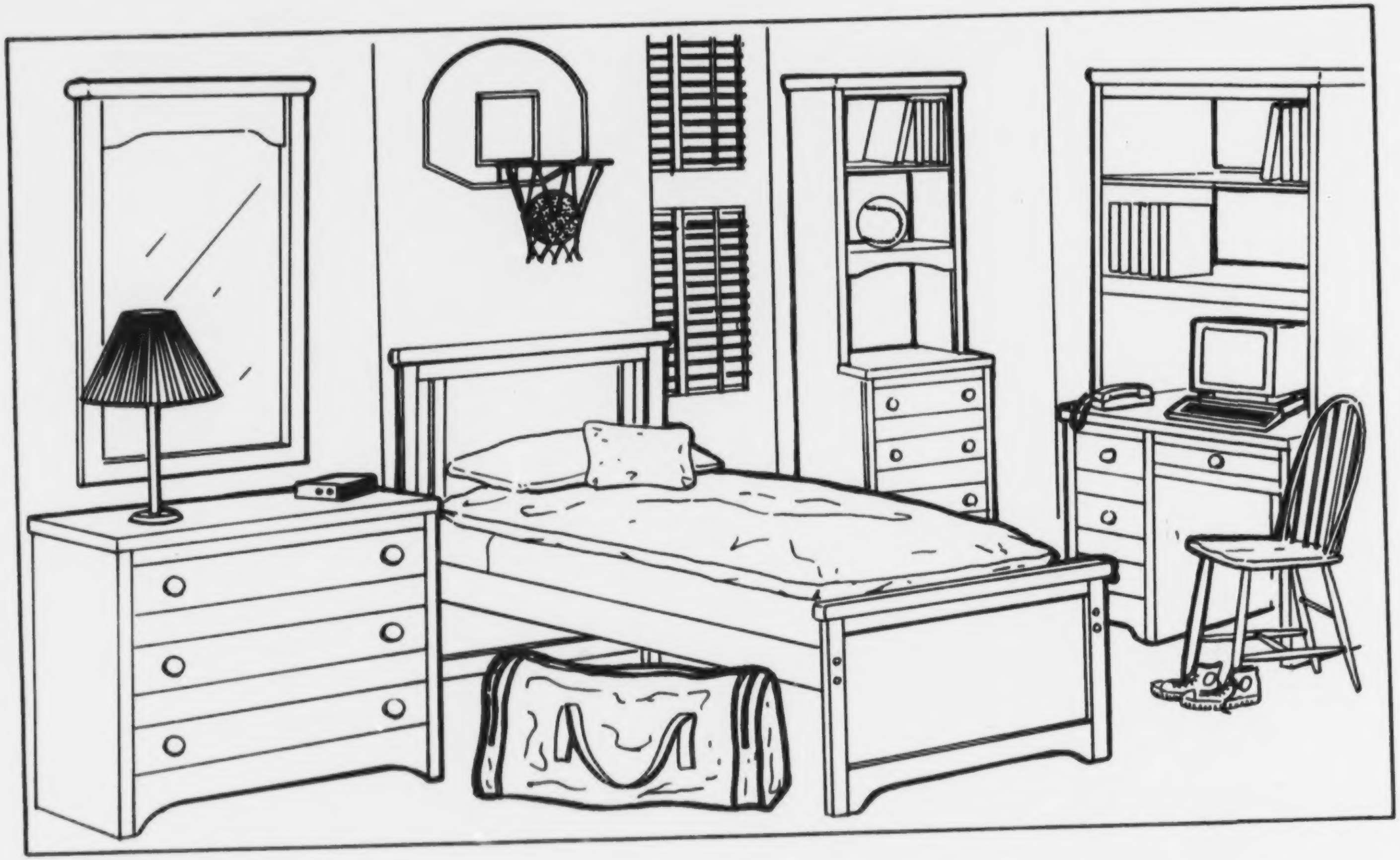
Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Analyze/synthesize information
- Identify/develop alternatives
- Evaluate alternatives
- Select an alternative
- Transfer knowledge/training to new situations



1. Does this room reflect your personal priorities in a bedroom? Explain your answer.

____

____

2. What types of sensory cues do you get from this room?

Auditory: ______________________________

____

Kinesthetic: ______________________________

____

Olfactory: ______________________________

____

Thermal: ______________________________

____

Visual: ______________________________

____

3. How does this room meet the housing needs described in Objective 4?

____

____

4. Does this room incorporate the factors affecting needs for space described in Objective 5? Explain your answer.

____

____

5. If you could redesign or adapt the room to better meet your personal needs, what changes would you suggest?

____

____

6. Would this room meet your lifestyle needs? Explain your answer.

ASSIGNMENT SHEET 6

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________________ Score __________

OBJECTIVE 15

Compare housing in the past, in the present, and in the future.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Use topic sentences
- Use introductory/closing paragraphs
- Compose reports

Research
- Create bibliography

- Using reference books, library resources, past and current housing magazines, and other available resources, write an essay on how housing has evolved and continues to evolve. Include the following information:

1. What features make today's housing options different from past housing trends?
2. Are houses larger or smaller today than in the past? What are the predictions for future house sizes?
3. What predictions do specialists in the housing field have for future housing trends?
4. What building materials have been used or are predicted to be used?
5. What sources of energy have been used in the past? What sources are predicted to be used?
6. How have housing costs (per square foot) changed in the past fifty years? What are the price predictions for houses of the future?

☑ **NOTE:** This Assignment Sheet will be graded on the appropriate application of unit terms and information, on the material obtained through your research, and spelling and grammar usage. A list of references used to write the essay should be included.

OBJECTIVE SHEET

EVALUATING HOUSING ALTERNATIVES

2

INTRODUCTION

People are faced with many choices about a place to live. These choices include the type of housing, whether to rent, buy, or build a house, and where to live. By considering important information before making these choices, one can find housing that will satisfy both personal needs and wants.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read about housing alternatives. Use your textbook, reference book, magazines, or other resource.
WRITING:	Write a one-page essay over housing alternatives. Give an overview of the text information.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Name housing alternatives.
2. Select from a list factors influencing the choice of housing alternatives.
3. List factors influencing the choice of where to live.

4. Identify advantages and disadvantages of renting, buying, and building.
5. Distinguish between advantages and disadvantages of existing housing and new housing.
6. List common responsibilities of a renter and a homeowner.
7. State in writing the information frequently included in a lease.
8. Identify sources of information about available housing.
9. Interpret common abbreviations in advertisements for housing.
10. Arrange in order the steps in buying a house.
11. Arrange in order the steps in leasing a house or apartment.
12. List points to inspect in a house, apartment, or mobile home.
13. Calculate a budget for housing. (Assignment Sheet 1)
14. Investigate community services and regulations. (Assignment Sheet 2)
15. Investigate utility fees and deposits. (Assignment Sheet 3)
16. Interpret a lease. (Assignment Sheet 4)
17. Interpret advertisements for housing. (Assignment Sheet 5)
18. Inspect a house, apartment, or mobile home. (Assignment Sheet 6)

INFORMATION SHEET

EVALUATING HOUSING ALTERNATIVES 2

OBJECTIVE 1

Required/Optional Activities/Resources in Instructor's Guide

Name housing alternatives.

- Apartment
- Condominium
- Custom-built house
- Duplex
- Factory-built house
- Institutional facility
- Mobile home
- Older house or "preowned" home
- Rent house or rented room
- Townhouse or row house
- Tract house

OBJECTIVE 2

Required/Optional Activities/Resources in Instructor's Guide

Select from a list factors influencing the choice of housing alternatives.

- Alternatives available in the area
- Financial resources available for housing
- Mobility
- Personal and family needs and standards
- Personal preferences
- Reputation of builder

OBJECTIVE 3

Required/Optional Activities/Resources in Instructor's Guide

List factors influencing the choice of where to live.

☑ **NOTE:** Many factors influence a person's choice of *where* to live. The actual site one chooses to make "home" is affected by the alternatives described in Objective 2 and the following factors.

- Climate
- Community services available
- Convenience to work, school, social activities

- Family needs, values, and goals
- Housing availability
- Location

EXAMPLES: Urban, suburban, rural

- Neighborhood characteristics and trends
- Regional costs of housing
- School districts
- Zoning regulations

OBJECTIVE 4

Required/Optional Activities/Resources in Instructor's Guide

Identify advantages and disadvantages of renting, buying, and building.

WORDS YOU SHOULD KNOW	
equity	a buyer's initial and increasing ownership rights in a house as he or she pays off the mortgage
mortgage	a promise of property as security for the payment of a debt

RENTING

Advantages

- Flexibility and mobility
- Less financial risk
- Less responsibility for upkeep and repairs
- Possibility of special features, such as recreational facilities or security systems
- Monthly fixed cost
- Possibility of shared social activities

Disadvantages

- No equity
- No tax savings
- Restraints on personal decorating
- Less stable neighborhoods
- Possibility of monthly payment increases
- Less future stability

BUYING

Advantages

- Financial investment
- Tax deductions
- Personal satisfaction and sense of belonging
- Equity
- Control over decorating
- Establishment of good credit rating
- Relatively stable monthly payment
- Privacy

Disadvantages

- Long-term commitment
- High initial cost
- Responsibility for upkeep and repairs
- Financial risk
- Higher monthly payment
- Less mobility

BUILDING

☑ **NOTE:** Custom-built homes may have many of the advantages and disadvantages of buying a preowned home, but also have the following characteristics.

Advantages

- Designed and built to meet the needs of a specific household
- Uniquely different from all other houses
- Tailored to the building site

Disadvantages

- May cost more per square foot
- Requires time and patience for completion
- May look bare around the outside until yard and landscape have time to be developed

OBJECTIVE 5

Required/Optional Activities/Resources in Instructor's Guide

Distinguish between advantages and disadvantages of existing housing and new housing.

☞ **NOTE:** The following items may not apply to all housing situations.

EXISTING HOUSING

Advantages

- Do-it-yourselfers may enjoy making minor repairs
- Established neighborhoods
- Houses have "personality"
- May have construction and materials that would be costly to duplicate
- May have established landscaping

Disadvantages

- Possible expense of repairs or replacement
- May lack adequate closet and storage space
- May require a large down payment
- Not as energy-efficient
- Structural damage possible
- Cost of redecorating

NEW HOUSING

Advantages

- Clean and in good condition
- May be easier to obtain financing
- Homeowner's warranty plan protects against construction flaws
- May require smaller down payment
- Minimal maintenance costs for several years
- Modern facilities
- More energy-efficient heating and cooling systems

Disadvantages

- Expensive to build
- Newly-established neighborhoods
- Unexpected costs
- Unlandscaped home site

OBJECTIVE 6

Required/Optional
Activities/Resources
in Instructor's Guide

List common responsibilities of a renter and a homeowner.

WORDS YOU SHOULD KNOW	
lease	a legal document transferring the use of property from one person to another for a certain length of time in exchange for payment in the form of rent

Renter

- Monthly rental payment
- Phone installation fees and deposits
- Renter's insurance
- Security deposit
- Upkeep of the interior of the apartment or house
- Utility turn-on fees and monthly bills

☑ **NOTE:** The renter is responsible for any and all requirements stated in his or her specific lease agreement, which may include the above mentioned responsibilities.

Homeowner

- Homeowner's insurance
- Maintenance and upkeep of interior and exterior
- Mortgage payment
- Phone installation fees and deposits
- Property taxes
- Repairs
- Utility turn-on fees and monthly bills

OBJECTIVE 7

Required/Optional
Activities/Resources
in Instructor's Guide

State in writing the information frequently included in a lease.

WORDS YOU SHOULD KNOW	
tenant	a person who rents; pays for housing in monthly payments
landlord	owner of a home who rents the property to others

☑ **NOTE:** It is the renter's responsibility *before* signing a lease to check to see that the following information is included in the lease.

- Address and specific apartment number
- Amount of security deposit required, the conditions which must be met before the deposit is returned, and when it will be returned
- Amount of rent to be paid; where and when it should be paid
- Clause stating that final inspection of the premises will be made in the tenant's presence
- Date of occupation and period of time for which lease is effective
- Description of premises
- Details concerning subletting
- House rules for tenants
- Provision for changing the lease
- Responsibility for utility costs
- Responsibility for maintenance and decorating
- Right of the landlord to inspect premises

  EXAMPLE: An entry clause allowing the landlord to enter the apartment or rent house for specific reasons with notice or in an emergency

- Rules for keeping pets
- Signatures of tenant and landlord

OBJECTIVE 8

Required/Optional Activities/Resources in Instructor's Guide

Identify sources of information about available housing.

- Chamber of Commerce
- Family and friends
- Local housing and shopping publications
- Newspapers
- Real estate agency
- Rental agencies
- Signs posted on premises

OBJECTIVE 9

Required/Optional
Activities/Resources
in Instructor's Guide

Interpret common abbreviations in advertisements for housing.

☑ **NOTE:** Most newspapers advertise local available housing in the real estate section of the classified advertisements. The advertisements generally give helpful information to the reader using abbreviations.

- $600/mo – Rent is $600 per month
- +util – Tenant pays utilities
- 3 br, 1½ ba – 3 bedrooms, 1½ bathrooms
- Appl incl – Appliances are included
- Appt only – Shown by appointment only
- Avail 11-1 – Available on November 11
- C/A – Central air conditioning
- C/fans – Ceiling fans
- D/W – Dishwasher
- Dep – Deposit is required
- FP – Fireplace
- Furn – Furnished
- Gar – Garage
- Ldry – Laundry facilities
- Lux 2 br – Luxury 2-bedroom
- Refs req – References are required
- SF – Square foot
- W/D – Washing machine and dryer

OBJECTIVE 10

Optional Activities/
Resources in Instructor's
Guide

Arrange in order the steps in buying a house.

WORDS YOU SHOULD KNOW	
closing costs	costs in addition to the price of the house, including mortgage service charges, title search and insurance, and transfer of ownership charges
deed	legal document by which the title is transferred
earnest money	money the potential buyer gives to the seller to show seriousness about buying
escrow	funds paid to a third party to hold until all conditions of the house contract are filled
title	rights of ownership and possession of particular property

1. Contact a trusted real estate agent.

2. Inspect potential purchase home for defects and assess desirability of location.

   ☑ **NOTE:** A professional home inspection company can be hired to examine the house for overall construction and condition, and to make estimates on the costs of needed repairs.

3. Have a professional appraiser estimate the quality and value of the home.

4. Make an offer on the house and enter into a sales agreement with the seller.

5. Provide "earnest" money to be kept in escrow.

6. Have the title investigated and cleared.

   ☑ **NOTE:** The title should be reviewed by a lawyer or title insurance company to make certain the seller is the legal owner of the property.

7. Obtain financing by securing a mortgage from a lender.

8. Pay closing costs.

9. Close the purchase by signing all legal documents and obtaining the house deed which transfers the title from the seller to the buyer.

OBJECTIVE 11

Optional Activities/ Resources in Instructor's Guide

Arrange in order the steps in leasing a house or apartment.

1. Determine location, type of dwelling, and financial obligation desired.

2. Consult real estate agencies, family and friends, and local newspaper classified advertisements to determine what is available.

3. Inspect the house or apartment that is to be rented.

4. Check available services and facilities.

5. Read the lease or written agreement carefully.

6. Note how much security deposit is required, how much rent is to be paid, what day rent is due, and to whom it should be paid.

7. Find out what bills are paid with the rent and what bills are the tenant's responsibility.

8. Sign the lease after *all* blanks have been filled in and all questions answered.

9. Keep a copy of the lease for personal records.

OBJECTIVE 12

Required/Optional Activities/Resources in Instructor's Guide

List points to inspect in a house, apartment, or mobile home.

- Corners – Well-fitted and joined
- Doors and windows – Work easily and provide safety
- Electrical wiring – Safe working condition
- Floor plan – Well laid out with separate areas for living, working, and sleeping
- Floors – Firm and level
- Heating, cooling, and ventilating equipment – Satisfactory and convenient
- Lender's list - Additional points of inspection required by the lender

- Lighting – Adequate in all rooms
- Plumbing – Rust-free pipes in good condition, with adequate water pressure and free-flowing drains
- Roof – Leakproof and in good condition
- Walls – Sound and smooth with no cracks

OBJECTIVES 13-18

Complete Assignment Sheets 1-6.

ASSIGNMENT SHEET 1

EVALUATING HOUSING ALTERNATIVES 2

Name ______________________________ Score __________

OBJECTIVE 13 **Calculate a budget for housing.**

INSTRUCTIONS

Reading Comprehension
- Gain factual information
- Follow written instructions
- Use content area vocabulary

Operation and Calculation
- Calculate with fractions

- There are three basic spending guidelines to follow when deciding how much to spend on housing. Following any one of them will help you safely budget for housing.

  ☐ Spend no more than 2 1/2 times gross annual income for buying a house.

  ☑ **NOTE:** "Gross annual income" is the total income before deductions.

  ☐ Spend no more than 1/3 of net monthly income for housing costs.

  ☑ **NOTE:** "Net monthly income" is income after deductions.

  ☐ Divide gross annual income by 60, and spend no more than this figure for monthly housing costs.

  ☑ **NOTE:** Housing costs may include payment, taxes, insurance, and utilities.

- Using the three formulas presented above, estimate how much money can be spent on housing in the following situations. Write answers in the spaces provided.

FORMULA 1 – Use this formula to answer questions 1, 2, and 3. Budget no more than 2 1/2 times the gross annual income for the purchase of a dwelling.

1. Chelsea's gross annual income is $22,000. How much money can she afford to spend if she decides to buy a house?

____

2. Mark and John will pool their resources to buy a house to live in while they are in college. Mark has a gross annual income of $11,000, and John's gross annual income is $12,500. How much money can they jointly afford to spend for a house?

____

3. Jerry and Twila are newlyweds who have a combined gross annual income of $55,250. How much can they afford to spend for the purchase of their fist home?

____

FORMULA 2 — Use this formula to answer questions 4, 5, and 6. Budget 1/3 of the net monthly income for housing costs.

4. Hank's net monthly income is $1,110. He has found a small house which rents for $350 a month. According to the landlord, Hank will pay for his own utilities, which average $100 a month. Can Hank afford to rent this house?

____

What is the maximum amount this formula will allow Hank for housing?

____

5. Mr. and Mrs. Alverez have a joint net monthly income of $2,200. They have figured that their monthly mortgage payments for the house they want to buy would be $750. Can they afford to buy the house?

____

What is their net monthly income available for housing costs?

____

6. Mr. Whitekettle's net monthly income is $1,235. Mrs. Whitekettle's net monthly income is $2,000. With their joint net monthly income, could they afford to pay a monthly mortgage payment of $1,000? Explain why or why not.

____

FORMULA 3 – Use this formula to answer questions 7 and 8. Divide the gross annual income by 60, and use this figure as the budget figure for monthly housing costs.

7. Margie has accepted a job which pays $18,000 a year. What figure should she keep in mind for monthly housing costs as she looks for a house or apartment to rent?

   ____

8. Chuck earns $5.50 an hour for working 40 hours a week. How much does Chuck earn in a week? ________________

   How much does Chuck earn in a month? ________________

   How much can he afford to spend monthly for housing?

   ____

ASSIGNMENT SHEET 2

EVALUATING HOUSING ALTERNATIVES

2

Name ______________________________ Score __________

OBJECTIVE 14

Investigate community services and regulations.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources

Functional Reading
- Follow written instructions

Interactive Communications
- Conduct/receive interviews

Cognitive Activities
- Collect/record information

- There are several things to consider when choosing a place to live. Even though a prospective homeowner may have found the "ideal" home or building site, it is important that he or she investigate local community services and building regulations before making the final purchase agreement.

  ☑ **NOTE:** Legal restrictions affecting building sites may be federal, state, or local laws. Cities, neighborhoods, and subdivisions can also set rules and regulations.

- Through personal interviews and research of local regulations, investigate local zoning rules and community services.

City or community investigated: ______________________________

Community Services	**Available**	**Unavailable**	**Distance***
Adequate shopping facilities			
Banking facilities			
Educational facilities			
Hospital/healthcare/ medical facilities			
Job opportunities			
Police and fire protection			
Public transportation			
Recreation areas			
Religious options available			
Sanitary sewage disposal system			
Trash/garbage disposal			
Other: ______________			

* State "near" or "far" from available housing, if applicable.

REGULATIONS

1. Explain local zoning regulations.

2. What restrictions are there on designs of buildings that can be constructed?

3. What restrictions does the city/neighborhood have on lot sizes or the piece of land on which a home is built?

4. Are there restrictions on the number and kinds of animals that can be kept in the city limits? If yes, describe them.

ASSIGNMENT SHEET 3

EVALUATING HOUSING ALTERNATIVES

2

Name ______________________________ Score __________

OBJECTIVE 15

Investigate utility fees and deposits.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Research and Reference
- Locate resources

Operation and Calculation
- Calculate with whole numbers

Cognitive Activities
- Collect/record information

- Whether renting or buying a place to live, there will most likely be at least some utility fees and deposits required. If not budgeted for, the sum total may be quite surprising!
- Contact local utility companies and obtain information on what a first-time customer might expect to pay in the way of fees and deposits.

Utility	**Deposit**	**Additional fees**
Cable television (Basic service)	________	________
Electrical power	________	________
Garbage pick-up	________	________
Gas or propane	________	________
Sewage	________	________
Telephone service	________	________
Water	________	________
Other: ____________	________	________
Total	$________	$________

Combined total: $ __________________

ASSIGNMENT SHEET 4

EVALUATING HOUSING ALTERNATIVES

2

Name ______________________________ Score __________

OBJECTIVE 16

Interpret a lease.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records
- Follow written instructions

- A lease is a written agreement between a landlord and tenant. A written lease, which is dated and signed by both parties, is a *legal document* that binds the landlord and the tenant to the terms stated in the agreement.

  ☑ **NOTE:** Before signing any lease it is important to have read the lease and to have a clear understanding of the terms of the lease.

- Read the sample lease and interpret it by answering the following questions. Use information from the unit and additional resources to assist in the interpretation.

1. How much is the monthly rent?

   ____

2. When is the rent due?

   ____

3. What happens if the rent is late?

   ____

4. How much is the security deposit?

   ____

5. Will the security deposit be returned?

   ____

6. When may the landlord enter the apartment?

   ____

7. Under what conditions are pets allowed?

8. Who is responsible for utility bills?

9. Why would employer information be required on a lease?

10. When does the lease expire?

11. How many days notice must be given before vacating the apartment?

LEASE

Rental unit address: 100 West 1st Street
Monthly rent: $550
Number in family: Adults 2 Children 1
Present address: 520-A Eastern Apartments
Phone: 555-0000
Present landlord: Mrs. Betty Jones
Phone: 555-1000

EMPLOYMENT

Applicant's employer: Bob's Service Station
Employer's address: 600 9th Street
Phone: 555-1111
How long has applicant worked here? 2 years

REFERENCES

Credit reference (bank or other): Hometown Bank
Phone: 555-5555
Character reference: Mr. Jack Longsdon
Phone: 555-1110

In case of emergency contact: Mary Jo Dean
Phone: 555-0555

I agree to pay $550 per month rent, and understand it is to be paid on the first day of each month. I understand there is a 10 percent penalty for late payment of rent after 5 days.

I agree to keep the premises in good and clean condition. I will be responsible for any damage to property or appliances unless caused by an act of nature.

I will occupy the premises for at least 12 months, or forfeit the security deposit. I agree to give 30 days' notice before vacating the apartment.

I agree to be responsible for all utility fees and deposits.

I understand that no pets are allowed in or on the premises.

I give the landlord permission to enter the property in the event of an emergency.

The security deposit of $275 will be returned by the owner to the tenant within 30 days of vacating the premises if the apartment is left in good condition at the end of the 12 month lease agreement period.

Monthly rent $550
Security deposit $275

SIGNED______________________ SIGNED______________________
Applicant's Signature Landlord's Signature
DATE______________________ DATE______________________

NOT A LEGAL DOCUMENT

360

ASSIGNMENT SHEET 5

EVALUATING HOUSING ALTERNATIVES

Name ______________________________ Score __________

OBJECTIVE 17

Interpret advertisements for housing.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Interpret abbreviations/acronyms

- Newspapers often advertise local available housing in the real estate section of the classified advertisements. The advertisements generally give helpful information to the reader, but use abbreviations to save space.

- Interpret the following advertisements. Rewrite the complete interpreted advertisements in the spaces provided.

1. Lux 1br townhouse, 1 ba, FP, W/D. $420/mo. +util. Refs req, appt only. 555-5555.

____

____

____

____

2. Rural 3br/2gar house. Avail 1-15. C/A, C/fan, FP, appl incl. $300 mo. +util, dep. Refs req. 555-0000 after 6pm.

____

____

____

____

3. 2br, 1 1/2ba apt. Furn. Avail 3-1. $250mo + dep. 11111 W. 1st. 555-1111.

____

____

____

____

4. Must sell beautiful 2000 SF home. 4br, 3ba, 2gar, FP, C/A, appl incl. $89,000. Ford Realty 555-5555.

5. Lovely home w/new inground pool, 1700 SF, 3br, 2 ba, 1gar. Southwoods Schools. Appt only. $74,500. Realty World 555-0000.

ASSIGNMENT SHEET 6

EVALUATING HOUSING ALTERNATIVES

Name ______________________________ Score __________

OBJECTIVE 18

Inspect a house, apartment, or mobile home.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources

Functional Reading
- Follow written instructions

Cognitive Activities
- Collect/record information

- When buying or renting a home or apartment, it is advisable to have the dwelling inspected. While a professional can be hired to conduct a thorough inspection, you can get a general idea of the soundness of a home by conducting your own personal evaluation.

- Using the information in this unit and other available resources, evaluate a house, apartment, or mobile home. The chart below will serve as a guide, but additional areas of interest or concern should also be evaluated.

I inspected a (an): House ___ Apartment ___ Mobile home ___

Location: ______________________________

INSPECTION POINT	**CONDITION** GOOD	FAIR	POOR
Corners			
• Well-fitted and joined	____	____	____
Doors and windows			
• Work easily and provide safety and security	____	____	____
Electrical			
• Wiring in safe working condition	____	____	____
• Outlets - adequate number	____	____	____
Floor plan			
• Well laid out with separate areas for living, working, and sleeping	____	____	____
Floors			
• Firm and level	____	____	____
• Patio	____	____	____
Heating, cooling, and ventilation			
• Satisfactory and convenient; insulation	____	____	____

Lighting

- Adequate in all rooms ____ ____ ____

Plumbing

- Rust-free pipes in good condition, with adequate water pressure and free-flowing drains ____ ____ ____
- Hot water heater: condition and location ____ ____ ____

Roof

- Leakproof and in good condition ____ ____ ____

Walls

- Sound and smooth with no cracks ____ ____ ____

ADDITIONAL POINTS OF INSPECTION

1. How many smoke alarms were present? ____________________
2. Were all smoke alarms in working condition? ____________________
3. Did there appear to be any outdoor hazards? Explain.

   ____

   ____

4. How would you describe the overall structural quality?

   ____

5. Was parking available and adequate?

   ____

6. Describe any other conditions observed that should receive thorough inspection before you would recommend buying or renting this dwelling.

   ____

   ____

OBJECTIVE SHEET

FINANCING HOUSING ALTERNATIVES

3

INTRODUCTION

Paying for housing, whether buying or renting, is a major financial expense. It usually takes a large part of one's monthly budget to pay for housing. Buying a home is one of the most significant purchases a person will make. Because housing is such a large investment, one must carefully determine the costs of the type of housing chosen and the amount of money that can be budgeted for housing.

FOCUS ASSIGNMENTS

FOCUS ASSIGNMENTS	
PREREADING:	Read about financing a home or other housing alternative. Use your textbook, reference book, magazines, or other resource.
WRITING:	Write a one-page essay over financing for housing alternatives. Include a discussion of the factors affecting the cost of each housing alternative, methods of financing, costs involved, and sources of financing.

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Select from a list factors affecting the cost of a house.
2. Distinguish between the standard closing costs of a home buyer and a home seller.
3. List factors influencing the ability to pay for housing.
4. Select from a list factors used by lenders in determining qualifications for a housing loan.
5. Distinguish among types of mortgages.
6. List sources of mortgage loans.
7. Identify items commonly covered under a homeowner's and renter's standard insurance policy.
8. State guidelines for estimating a budget for housing.
9. Discuss in writing the impact of the economy on housing construction and costs.
10. Interpret insurance coverage. (Assignment Sheet 1)
11. Compute monthly and yearly mortgage payments. (Assignment Sheet 2)
12. Calculate housing finances and budget. (Assignment Sheet 3)

INFORMATION SHEET

FINANCING HOUSING ALTERNATIVES

3

OBJECTIVE 1

Required/Optional Activities/Resources in Instructor's Guide

Select from a list factors affecting the cost of a house.

- Age of home
- Availability
- Design
- Economy
- Location
- Remodeling
- Size of house
- Taxes and assessments
- Type of house

OBJECTIVE 2

Required/Optional Activities/Resources in Instructor's Guide

Distinguish between the standard closing costs of a home buyer and a home seller.

WORDS YOU SHOULD KNOW

lien	a legal claim on property against default on a debt
points	extra fees charged by lending institutions to use their money
prorate	to arrange on a basis of proportional distribution; to divide, distribute, or calculate proportionately

☑ **NOTE:** The financial responsibility of paying standard closing costs is shared by the home buyer and the home seller. While occasionally the home buyer will offer to pay all closing costs as an incentive to sell a house, typically closing costs are paid as follows.

Buyer

- Application for liens
- Appraisal fee
- Attorney's fee
- Credit report
- Deed transfer tax

- Homeowner's insurance
- Inspections
- Notary public fee
- Points
- Processing the loan (origination fee)
- Prorated taxes and insurance
- Recording of mortgage and deed
- Settlement fee
- Survey charge
- Title insurance/title search

Seller

- Deed transfer tax
- Preparation of deed (title)
- Prorated taxes and insurance
- Realtor's fee

    ☑ **NOTE:** The realtor's fee is usually 6% of the selling price.

- U.S. documentary tax

OBJECTIVE 3

Required/Optional Activities/Resources in Instructor's Guide

List factors influencing the ability to pay for housing.

- Buyer's income
- Cash reserve
- Scale of preference

    ☑ **NOTE:** A "home-oriented" person may be willing to sacrifice in other areas in order to spend more on a house.

- Income stability

OBJECTIVE 4

Required/Optional Activities/Resources in Instructor's Guide

Select from a list factors used by lenders in determining qualifications for a housing loan.

☑ **NOTE:** The following are primary areas lenders examine in determining the size of mortgage a person can manage.

- Cash available for down payment and closing costs
- Condition and value of property to be purchased
- Credit history
- Indebtedness
- Maximum payment ratio required for type of loan
- Monthly income and job stability

OBJECTIVE 5

Optional Activities/
Resources in Instructor's
Guide

Distinguish among types of mortgages.

WORDS YOU SHOULD KNOW	
traditional fixed-rate	a fixed amount is paid each month and remains the same over the period of the loan
amortize	gradually paying off the principal amount of a loan at the time of each periodic interest payment.

☑ **NOTE:** The type of mortgage that is best for each situation depends primarily on the amount of down payment that can be made, and the expected future income level of the home buyer.

- **Adjustable rate mortgage (ARM)** – A variable rate mortgage in which interest rates vary as interest rates change in the economy; initial interest rate is usually a percentage point or two lower than a fixed-rate mortgage; usually has a limit on the amount it can be increased

- **Conventional** – Traditional fixed-rate mortgage made by a savings institution to a borrower; lender's protection for loan repayment is the value of the property and equity or down payment of the purchaser; loan has maturity of 20-30 years; down payment equals 20-30 percent of the property value

- **Farmer's Home Administration (FmHA)** – Government aid provided through the Department of Agriculture in financing of housing in small towns and rural areas; repayment period may be as long as 33 years; financial interest subsidies are available; no down payment required

- **Federal Housing Administration (FHA) insured** – Traditional fixed-rate mortgage in which the government assures the lender the loan will be repaid; interest rates often lower than conventional loans; may take several months to obtain due to the additional third-party paperwork involved; down payment equals 3-12 percent of the property value

- **Graduated payment** – Enables home buyers to purchase a larger house than can be afforded on their current income; payments increase over the duration of the loan until large enough to amortize the loan; 20-30 percent down payment required

- **Privately insured** – Traditional fixed-rate mortgage; quicker to obtain than many other mortgages; insurance company insures the first 20 percent of the loan to protect the bank; down payment of 5-10 percent required

- **Variable-rate** – Ties mortgage rate to the fluctuating interest rates in the financial markets; down payment of 20-30 percent required

- **Veterans Administration (VA) guaranteed** – Traditional fixed-rate mortgage in which mortgage is available to purchase new or older home by eligible veterans; may take several months to obtain; lower interest rates often given; down payment equals 0-8.5 percent of the property value

OBJECTIVE 6

Optional Activities/ Resources in Instructor's Guide

List sources of mortgage loans.

- Commercial banks
- Credit unions
- Insurance companies
- Mortgage bankers
- Relatives/individuals
- Savings banks
- Savings-and-loan associations

OBJECTIVE 7

Required/Optional Activities/Resources in Instructor's Guide

Identify items commonly covered under a homeowner's and renter's standard insurance policy.

☑ **NOTE:** Homeowner's and renter's standard form insurance protects against financial loss of personal property. Policies differ primarily in the kinds and extent of the causes of loss which they insure against. Whether a person buys or rents a dwelling, insurance is essential for personal financial protection. While broader forms of coverage are available, standard form insurance provides property protection against the following hazards.

- Fire and lightning
- Loss or damage to property removed from premises endangered by fire
- Windstorm or hail
- Explosion
- Riot or civil commotion
- Aircraft
- Vehicles, if not owned or operated by the insured

- Sudden and accidental damage from smoke
- Vandalism and malicious mischief
- Theft
- Breakage of glass that is part of the building (homeowner's only)

OBJECTIVE 8

Required Activities/ Resources in Instructor's Guide

State guidelines for estimating a budget for housing.

- Estimate regular available income.
- Define fixed expenses.
- Define flexible expenses.
- Develop a worksheet to record expenses.
- Calculate the difference between net income and expenses.
- Control expenses using the budget as a guide.
- Re-evaluate goals and revise the budget periodically.

OBJECTIVE 9

Required/Optional Activities/Resources in Instructor's Guide

Discuss in writing the impact of the economy on housing Construction and costs.

In the United States there are three main categories of economic levels in which people live. These categories are determined by the amount of money they have available to spend. Housing choices are greatly affected by one's economic level, which is determined in large part by the national economy.

A poorly-constructed house can cost an individual a great deal in repairs, remodeling, and energy bills, but may be the most affordable choice a **low-income** family can make.

Middle-income families are the largest group in the United States, but in a poor economy where incomes do not grow as quickly as house prices, even an average-income family may find it quite difficult to buy a house.

In contrast, families who are in the **upper-income** level are able to live in the most desirable locations and buy larger homes.

OBJECTIVES 10-12

Complete Assignment Sheets 1-3.

ASSIGNMENT SHEET 1

FINANCING HOUSING ALTERNATIVES

3

Name ______________________________ Score __________

OBJECTIVE 10

Interpret insurance coverage.

INSTRUCTIONS

Using the information provided in Objective 7, determine if the following items would be covered under the typical standard form insurance policy. State why or why not.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Cognitive Activities
- Draw conclusions

1. George is renting an apartment while in college. During a recent thunderstorm, lightning hit his apartment complex and shorted-out his computer, television, and VCR. Will his standard renter's insurance protect him from a total loss on these items? ________

   ____

2. Joyce owns her own home. During a winter snow storm, part of her roof collapsed under the weight of the snow and ice. Will her standard form insurance be enough coverage to insure her in this situation? ________

   ____

3. Mr. and Mrs. Simpson went on a one-week camping vacation. Upon returning to their home, they found that someone had broken into their home and stolen several thousand dollars worth of furniture and household items. Will a standard form insurance policy be enough coverage to replace their property? ________

   ____

4. Mike and Mary just rented a small, older home. During their first month in the house, a hard winter freeze broke their kitchen water pipes. Water flooded throughout the house damaging several items, including an antique oak table. Will a standard form insurance policy pay for the damage? ________

   ____

5. While visiting his sister, Jerry left his car parked in her driveway. During the night someone vandalized his car, stealing hub caps, CD's, and a CD player from the dash. Will his sister's standard form homeowner's insurance policy cover the cost of his loss? _________

____

ASSIGNMENT SHEET 2

FINANCING HOUSING ALTERNATIVES

Name ______________________ Score __________

OBJECTIVE 11 **Compute monthly and yearly mortgage payments.**

INSTRUCTIONS Using the spending guideline that one should spend no more than one-third of his or her net monthly income for housing costs, compute the following:

1. Zoey and Bud have an annual take-home income of $30,000. They know their monthly housing expenses *excluding* their house payment will be approximately $400 a month. Complete the following mortgage payment chart for Zoey and Bud.

   a. Annual take-home income $ __________

   b. Monthly income __________

   c. One-third of net income __________

   d. Monthly housing expenses excluding mortgage __________

   e. Maximum monthly mortgage payment __________

   f. Maximum yearly mortgage payment __________

2. Marcie is a counselor with an annual take-home income of $23,000. Her husband, Bob, is a school teacher with an annual take-home income of $22,000. If their utilities and other monthly housing expenses run $350 a month, how much should their maximum yearly mortgage payments be?

   a. Annual take-home income $ __________

   b. Monthly income __________

   c. One-third of net income __________

   d. Monthly housing expenses excluding mortgage __________

   e. Maximum monthly mortgage payment __________

   f. Maximum yearly mortgage payment __________

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve word problems

Functional Math
- Use calculator for computation

ASSIGNMENT SHEET 3

FINANCING HOUSING ALTERNATIVES

3

Name ______________________________ Score __________

OBJECTIVE 12

Calculate housing finances and budget.

INSTRUCTIONS

1. Research an occupation of personal interest to determine the average net income of an entry-level person in that position. Indicate the source of information on the Assignment Sheet.

2. Calculate a reasonable monthly budget, which includes one-third of the income allotted to pay for housing expenses. Complete the chart below. The items under "fixed expenses" have been set for the purposes of this assignment sheet. "Flexible expenses" will vary, but *all* expenses should have a dollar amount entered.

   If the monthly income from your chosen occupation *will not* cover the fixed expenses listed, use newspaper advertisements or real estate brochures to find a house or apartment that will fit into your budget and adjust the fixed-expenses section accordingly. Attach the advertisement to the Assignment Sheet for instructor review.

   ☑ **NOTE:** The amount spent on housing includes mortgage or rent, operating and maintenance expenses (utilities), and taxes and insurance.

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources

Functional Reading
- Follow written instructions

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Functional Math
- Prepare a budget
- Use calculator for computation

Cognitive Activities
- Draw conclusions

HOUSING FINANCES AND BUDGET

Occupation: ____________________
Education required: ____________________
Net monthly income: ____________________
Source of information: ____________________

Fixed expenses	
Rent or mortgage	$650.00
Utilities	200.00
Homeowner's/Renter's insurance	50.00
Car payment/insurance	250.00
Savings	50.00
Flexible expenses	
Food	________
Clothes	________
Cosmetics	________
Car maintenance	________
Gasoline	________
Medical care	________
Gifts/entertainment	________
Other	________
____________	
____________	
Total monthly expenses:	$ ________
Net monthly income:	________
Balance:	$ ________

1. Could a person balance this monthly budget on the chosen occupation's net monthly income?

   ____

2. What changes could be made to make a balanced budget on the chosen occupation's net monthly income?

   ____

   ____

Additional comments: ____________________

____

OBJECTIVE SHEET

APPLYING ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

4

INTRODUCTION

A well-designed room or space results from careful planning. Interior design has specific elements and principles. These elements and principles are the same as those that apply to clothing, landscaping, and art. Design *principles* are guidelines for applying design *elements*. Whether redesigning an existing space or planning the interior of a house to be built, attractive and functional spaces can be created by applying the design elements and principles.

FOCUS ASSIGNMENTS

FOCUS ASSIGNMENTS	
PREREADING:	Read about elements and principles of interior design. Use your textbook, reference book, magazines, or other resources.
WRITING:	Write a one-page essay over the information read. Provide an overview of the text information.

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match the elements of design with their descriptions.
2. Discuss the effects of design elements.
3. Define color characteristics.
4. Identify warm, cool, and neutral colors.

5. Describe the effects of color.

6. Distinguish among types of color schemes.

7. Select from a list factors in planning a color scheme.

8. Describe the effects of light and texture on colors.

9. Discuss the importance of design principles.

10. Distinguish among the principles of design.

11. Identify methods of achieving design principles.

12. Create a color value scale. (Assignment Sheet 1)

13. Evaluate the use of design elements. (Assignment Sheet 2)

14. Create color schemes. (Assignment Sheet 3)

15. Evaluate the application of design principles. (Assignment Sheet 4)

INFORMATION SHEET

APPLYING ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

4

OBJECTIVE 1

Required/Optional Activities/Resources in Instructor's Guide

Match the elements of design with their descriptions.

WORDS YOU SHOULD KNOW	
design elements	visible parts or "tools" of a design that can be used to achieve a variety of effects

- **color** – produced when pigments in an object reflect or absorb the available light
- **form** – apparent when an object has height, width, and depth
- **line** – most basic element of design; length is the only dimension
- **space** – three-dimensional setting for decorating and furnishing
- **texture** – provides surface structure

  EXAMPLES: Smooth, rough, soft, hard, coarse, fine

OBJECTIVE 2

Required/Optional Activities/Resources in Instructor's Guide

Discuss the effects of design elements.

- **color** – sets moods, creates illusions, and adds unity and focus
- **form** – relates to the "shape" of solid objects
- **line** – gives direction and causes the eye to move from left to right, up and down, or diagonally
- **space** – affects the way a room "feels" by filling it or leaving it open
- **texture** – creates interest and variety by appealing to the sense of touch and sight

OBJECTIVE 3

Required/Optional
Activities/Resources
in Instructor's Guide

Define color characteristics.

WORDS YOU SHOULD KNOW	
complement	color that is directly opposite another on the color wheel
shade	darkened value of a hue
tint	lightened value of a hue

- **hue** – name of the color; the characteristics that make one color different from another color

  EXAMPLES: Red, green, blue

- **intensity** – brightness or dullness of a color; may be lowered by adding some of its *complement*

- **value** – lightness or darkness of a hue; can be made lighter by adding white, which produces a *tint*; can be made darker by adding black, which produces a *shade*

OBJECTIVE 4

Required/Optional
Activities/Resources
in Instructor's Guide

Identify warm, cool, and neutral colors.

☑ **NOTE:** Colors have the unique quality of "appearing" to be warm, cool, or neutral. Warm and cool colors are not different in *temperature*. The entire atmosphere and feeling of a room can be altered simply by changing the colors in it.

- **warm colors** – Red, orange, yellow

  ☑ **NOTE:** Warm colors are associated with sun, fire, and heat.

- **cool colors** – Green, blue, violet

  ☑ **NOTE:** Cool colors are often associated with water, grass, and trees.

- **neutral colors** – White, black, gray

  ☑ **NOTE:** Neutral colors are often used as *background colors.*

OBJECTIVE 5

Required/Optional Activities/Resources in Instructor's Guide

Describe the effects of color.

☑ **NOTE:** Research indicates that certain perceptions are linked with certain colors.

- Even though the actual *temperature* throughout a house may be the same, areas or rooms may *seem* warmer or cooler simply by the colors used in decorating.
- *Spaciousness* is also affected by the use of color. Warm colors are perceived as "advancing colors" that make objects appear closer or larger than they actually are. Cool colors make objects appear to be "receding" or smaller and farther away.
- Colors can affect the *mood* of a room. Warm colors make a room seem cozy and cheerful, while cool colors calm emotions and present a feeling of restfulness and peace.

OBJECTIVE 6

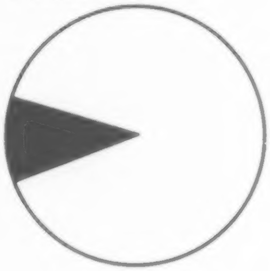
Optional Activities/ Resources in Instructor's Guide

Distinguish among types of color schemes.

WORDS YOU SHOULD KNOW	
color scheme	the use of colors in a pleasing manner; color schemes provide guidelines for designing and decorating with color

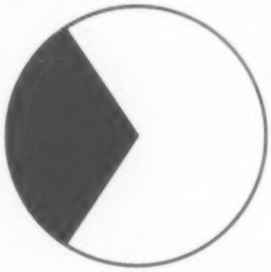
- **monochromatic** – based on a single hue; variation is achieved by changing value and intensity

FIGURE 1



- **analogous** – combines related hues that are next to each other on the color wheel

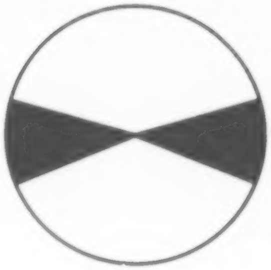
FIGURE 2



- **complementary** – combines two colors that are directly opposite each other on the color wheel

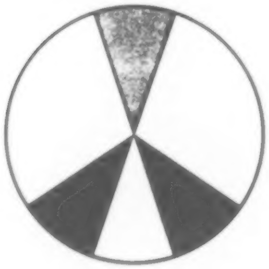
  ☑ **NOTE:** Contrasting colors make each look brighter and more intense.

FIGURE 3



- **split complementary** – one hue is chosen and the two hues on either side of its complement are used with it for contrast

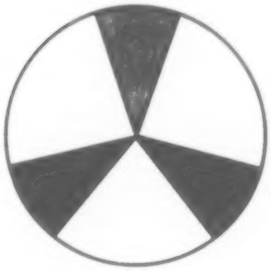
FIGURE 4



- **triad** – combines any three colors that are of equal distance from each other on the color wheel

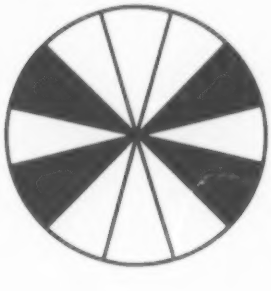
  EXAMPLE: Yellow, blue, and red

FIGURE 5



- **double complementary** – uses two complementary schemes together

FIGURE 6



- **neutral** – uses combinations of black, white, and gray

FIGURE 7

OBJECTIVE 7

Required/Optional Activities/Resources in Instructor's Guide

Select from a list factors in planning a color scheme.

☑ **NOTE:** Individual preferences, and room style and purpose will all affect which color schemes one chooses. However, a person should keep the following guidelines in mind when planning color schemes.

- Color schemes look best when one color dominates and additional colors are used in lesser amounts.

  ☑ **NOTE:** The dominant color may be expressed as a percentage of the total color scheme.

- Connecting rooms should be linked with the color scheme.
- Exposure of a room to sunlight affects color scheme choices.
- Large areas look best when low intensity colors are used.
- Rooms appear larger when light values and cool hues are used.

- Rooms appear smaller when dark values and warm hues are used.
- Rough textures make colors appear darker than smooth textures.

OBJECTIVE 8

Required/Optional Activities/Resources in Instructor's Guide

Describe the effects of light and texture on colors.

- Texture describes how a surface feels to the touch or how it *looks* like it would feel. The illusion of texture can be created by using patterns or colors and light.
- Smooth surfaces reflect light, making smooth surfaces appear lighter and brighter. Rough surfaces absorb light, making them appear darker and less intense.

OBJECTIVE 9

Required Activities/ Resources in Instructor's Guide

Discuss the importance of design principles.

The principles of design are guidelines to follow when working with the elements. When one understands the principles of design, the elements can be used successfully. The principles provide guidelines for achieving beauty, appropriateness, and unity with variation in home decorating, furnishings, and landscaping.

OBJECTIVE 10

Required/Optional Activities/Resources in Instructor's Guide

Distinguish among the principles of design.

Balance

- Provides a feeling of equilibrium and rest by the placement of furniture, pictures, and colors
- Occurs when visual weights of objects are balanced on both sides of a center point

Emphasis

☑ **NOTE:** All other features should relate to the area of emphasis through color, line, texture, or proportion.

- Provides a center of attention or interest
- Occurs when an item or area becomes a focal point

Proportion

- Provides a relationship between the size and distance of objects from one another and to the total look or total room
- Occurs when items are in scale

  EXAMPLE: A large lamp on a very small table would be incorrect scale and therefore out of proportion. Furniture should be chosen in scale with the room and with other items.

Rhythm

- Provides a smooth movement of the eye from one area to another without sudden interruptions
- Occurs when colors, lines, forms, or textures are used in a consistent pattern

OBJECTIVE 11

Required/Optional Activities/Resources in Instructor's Guide

Identify methods of achieving design principles.

WORDS YOU SHOULD KNOW	
radiation	achieved by many lines that move outward from a central point (Figure 9)
repetition	achieved by repeating color, line, form, texture, or pattern (Figure 10)
gradation	created by gradually increasing or decreasing color, size, or pattern (Figure 11)
transition	created by connecting straight lines with curved lines that carry the eye (Figure 12)

- **balance** – Obtained by placing identical objects on each side of a center point, or by placing unequal objects at unequal distances from a center point
- **emphasis** – Obtained by creating an area of interest that is seen when one enters a room

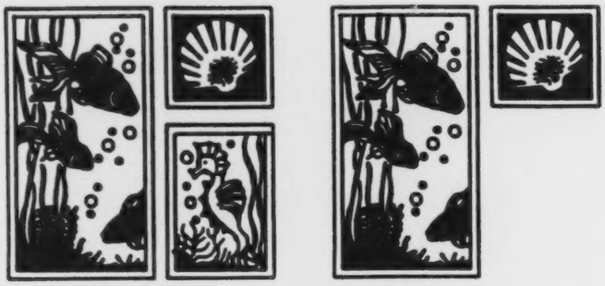
  EXAMPLE: Fireplace, artwork

- **proportion** – Obtained by considering the *visual* size as well as the *actual* size of objects (Figure 8)

☑ **NOTE:** Generally, unequal proportions are more pleasing to the eye than equal amounts.

EXAMPLE:

FIGURE 8



More pleasing

Less pleasing

- **rhythm** – Obtained by radiation, repetition, gradation, or transition (Figures 9-12)

FIGURE 9

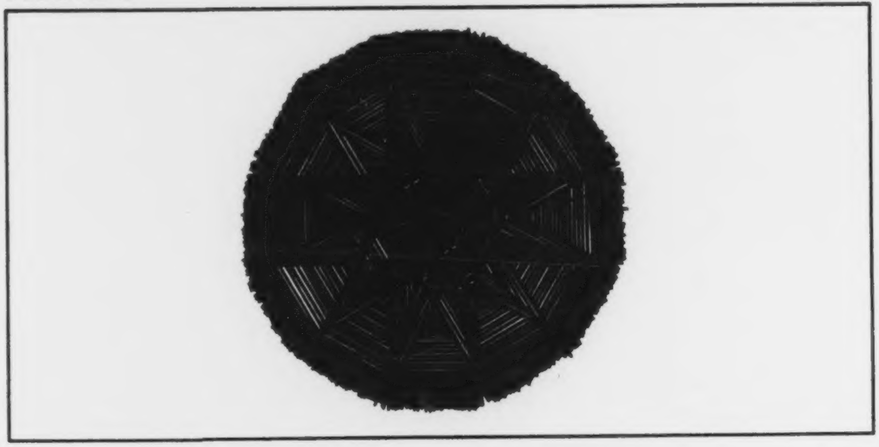


FIGURE 10

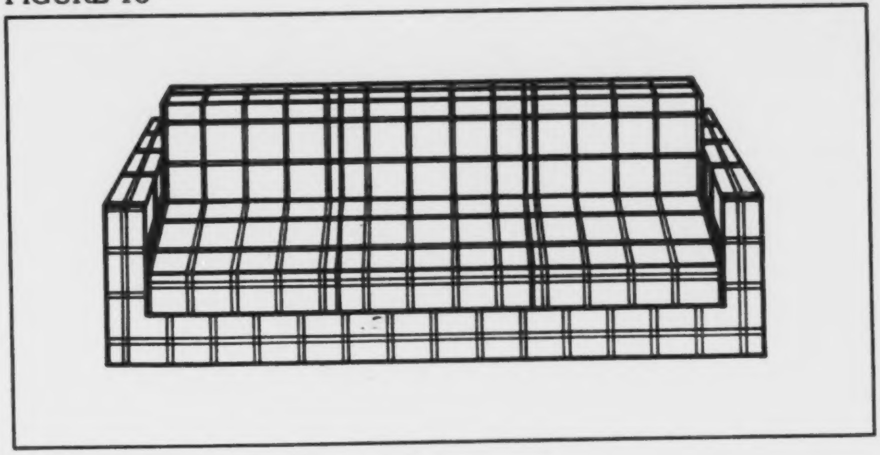


FIGURE 11

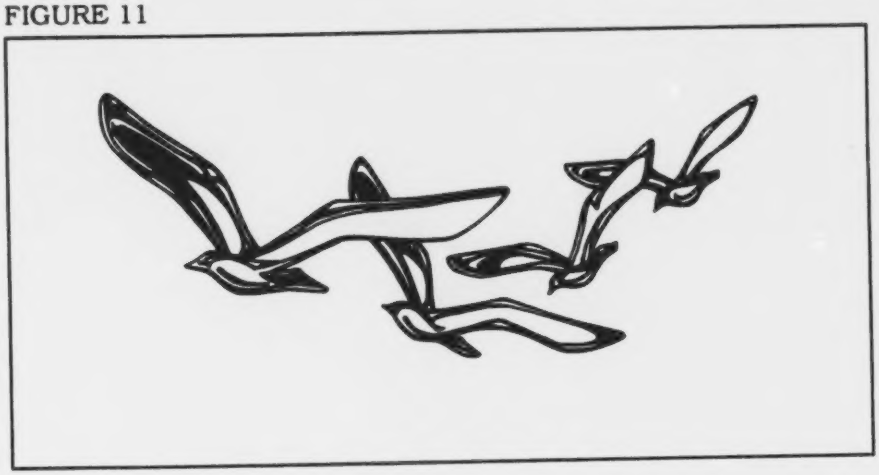
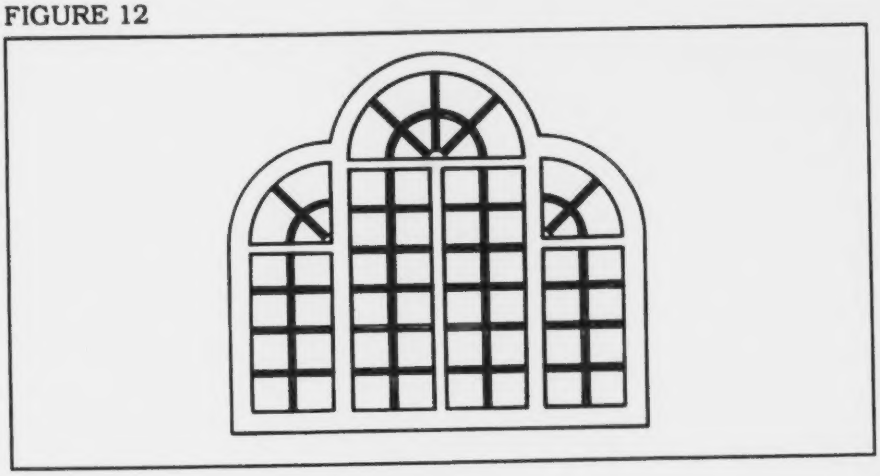


FIGURE 12



OBJECTIVES 12-15

Complete Assignment Sheets 1-4.

ASSIGNMENT SHEET 1

APPLYING ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

4

Name ______________________________ Score __________

OBJECTIVE 12

Create a color value scale.

INTRODUCTION

A *hue* is the name of a color and is the characteristic that makes that color unique. For example, red, blue, and yellow are all hues. *Value* refers to the lightness or darkness of a hue. Value is determined by the amount of black or white in a color. By adding white, you lighten the value of a hue (producing a *tint*); by adding black, you darken it (producing a *shade*). Creating a tint or a shade does not change the hue; only the value is changed. A *color value scale* shows the range of values for a hue, from tints to shades.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Math Application
- Solve percent problems

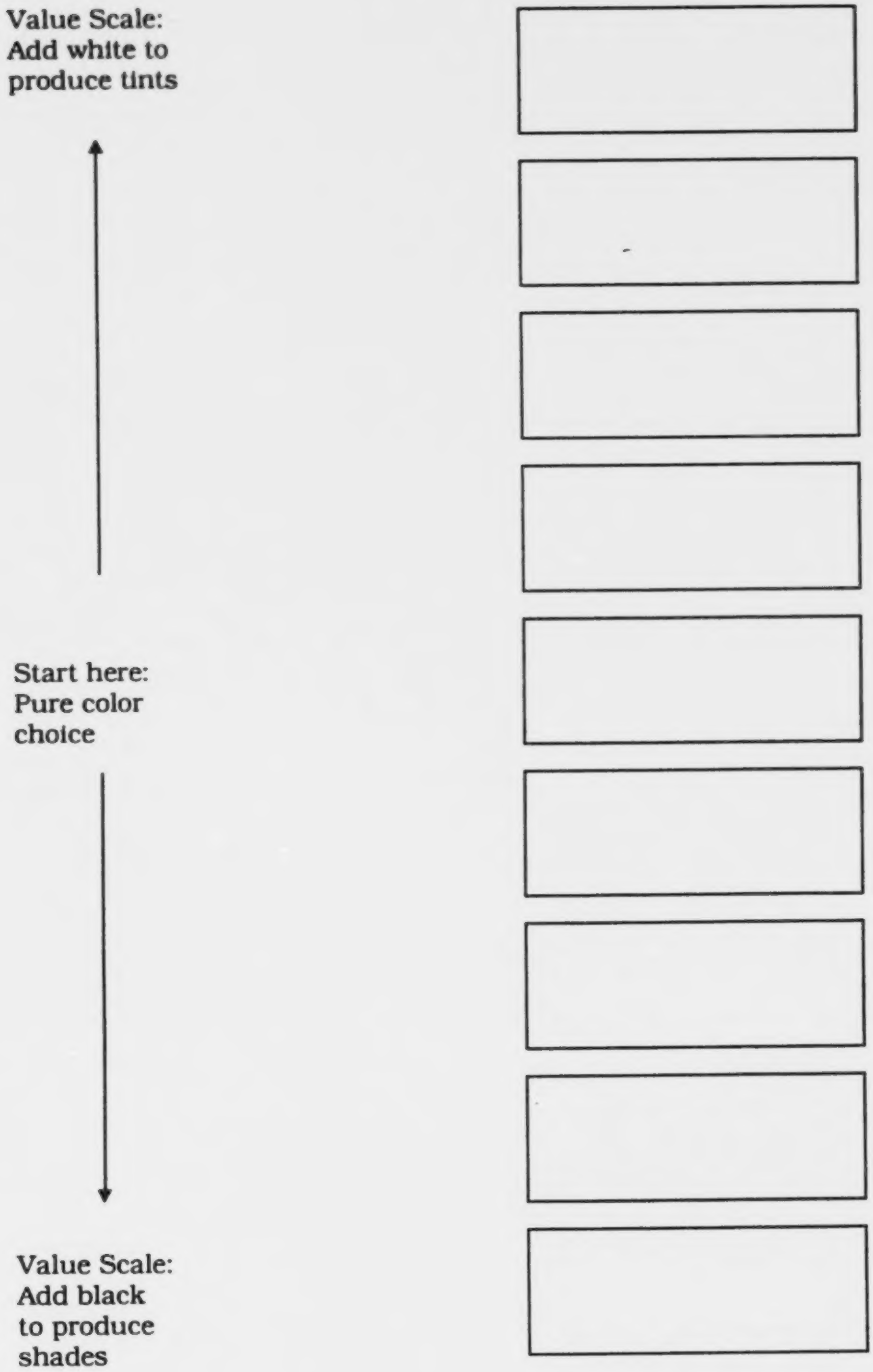
- Gather the following materials:
  - ☐ Poster paint, water colors, or acrylic paint in one pure color as well as in black and white
  - ☐ Paintbrush
  - ☐ Wax paper or paper plate (to use as a palette)
  - ☐ Cup of water (to wash brush)
  - ☐ Plastic knife, cotton swab, or palette knife (for mixing paints on the palette)
- Put two separate spots of a chosen pure color on a palette.
- Paint the square marked "Start Here" with a pure color choice.

  ☑ **NOTE:** Before you begin, copy the blank color value scale onto white paper, if available. White paper will produce better results.

- On your palette, mix a small dab of white to the first spot of pure color to produce a *tint*. Paint the first square above the pure color with the new tint. Mix white with each new tint to fill the remaining squares going up the value scale.

- On your palette, mix a small dab of black to the second spot of pure color to produce a *shade*. Paint the first square below the pure color with the new shade. Mix black with each new shade to fill the remaining squares going down the value scale.

COLOR VALUE SCALE


Value Scale:
Add white to
produce tints
Start here:
Pure color
choice
Value Scale:
Add black
to produce
shades

ASSIGNMENT SHEET 2

APPLYING ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

4

Name ______________________________ Score __________

OBJECTIVE 13

Evaluate the use of design elements.

INSTRUCTIONS

- Evaluate the room arrangement in the picture provided by your instructor.
- Consider the elements of design used and answer the questions that follow.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Analyze/synthesize information
- Identify/develop alternatives

1. How was *color* or the lack of color used in this arrangement?

2. How has *form* been used in this arrangement?

3. Identify two areas of the room where the *line* element has been used.

4. How was the room designed to make it appear to have greater space?

5. Identify three items in this arrangement and describe how each item's *texture* adds interest and/or variety.

6. Describe how *you* believe the elements might have been better used, or how you would have used them differently if you were designing this room. Attach color chips, fabric samples, and/or any other supplemental materials to demonstrate your ideas.

ASSIGNMENT SHEET 3

APPLYING ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

Name ________________________________ Score __________

OBJECTIVE 14 **Create color schemes.**

INTRODUCTION

A color scheme is a combination of colors used in a pleasing way, such as to set a tone or create a mood. Color schemes can be monochromatic, analogous, complementary, split complementary, double complementary, triad, or neutral.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Analyze/synthesize information
- Identify/develop alternatives

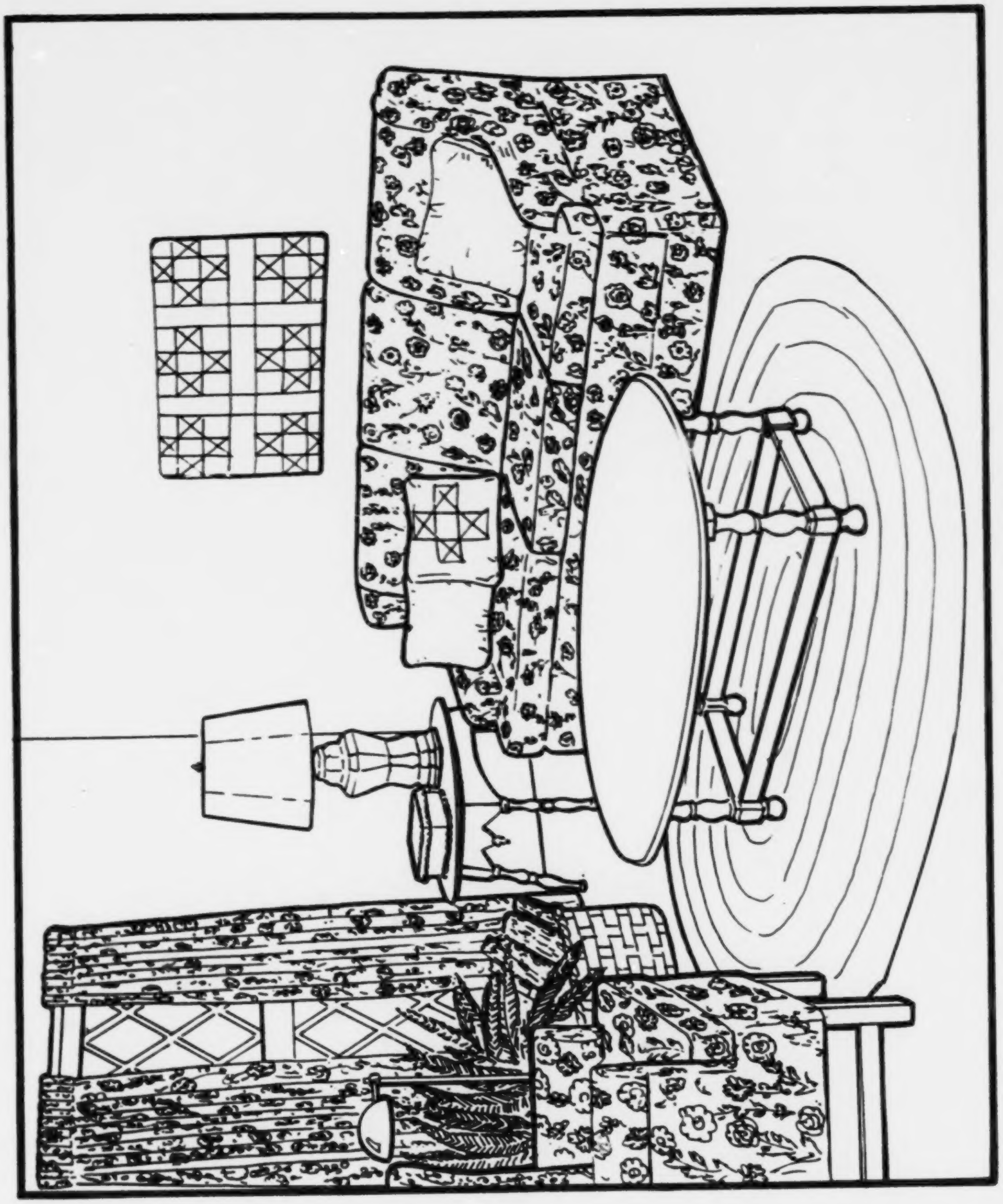
- Create two color schemes. On the following pages are drawings of rooms that lack the use of color. Using paint chips, wallpaper samples, fabric samples, carpet samples, color pictures from magazines, watercolors, or any other useful resource, develop a color scheme for each room drawn.
- Methods of expression and use of color schemes will vary. Creativity and originality are encouraged. Whatever method you choose to present the material, you must meet the following criteria:

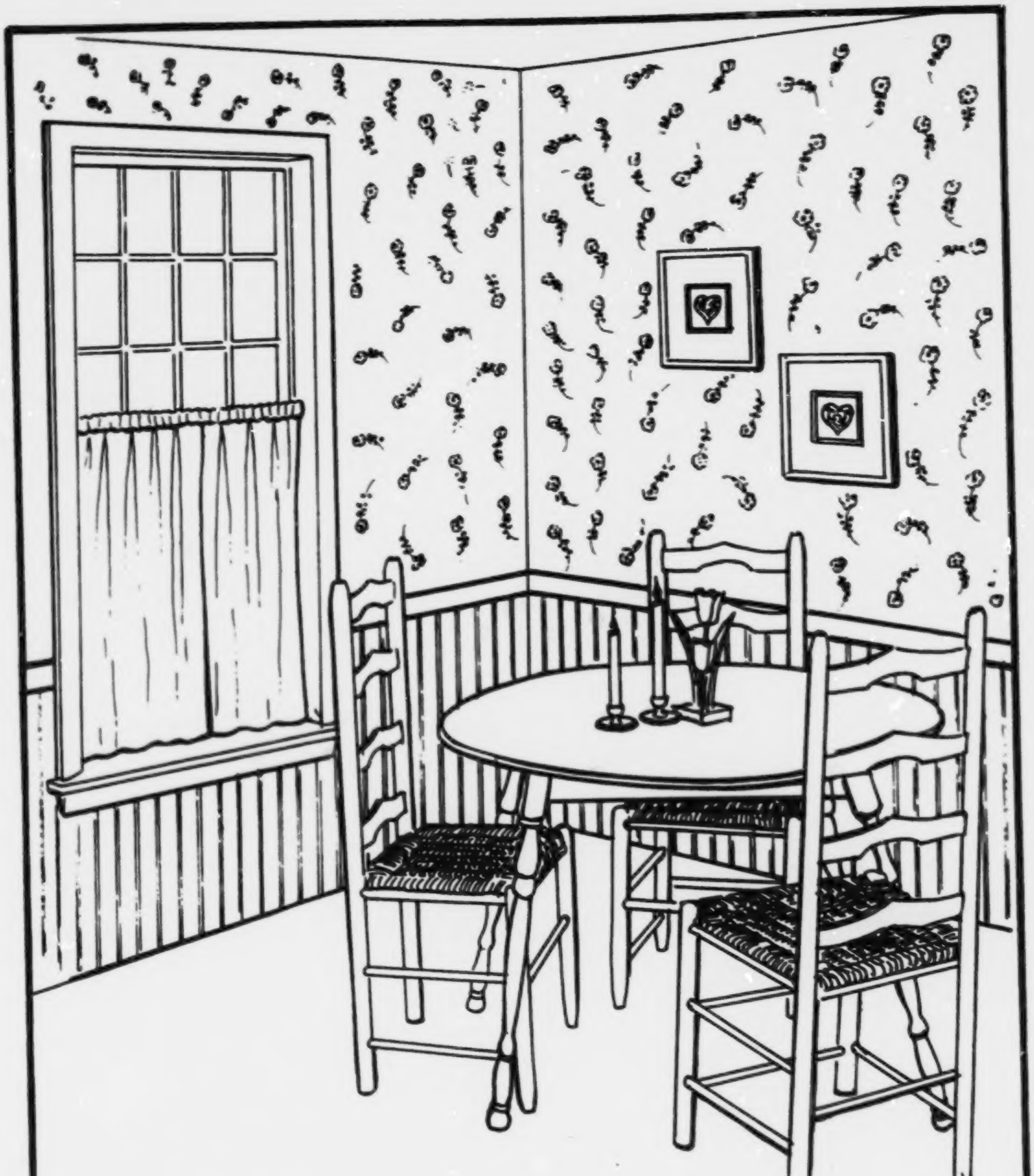
  ☐ Each color scheme used must be appropriately identified and explained *in writing* in the space provided at the end of the assignment.

  EXAMPLE: A complementary color scheme was used. Yellow and violet were the predominant colors used, and are colors which are directly opposite each other on the color wheel.

  ☐ Color samples (i.e. paint chips, wallpaper samples, etc.) must be included and a description of how and/or where each will be used explained.

  EXAMPLE: The yellow wallpaper with small violet flowers on it will be used to paper the breakfast room. The primarily yellow paper will provide a bright and sunny feeling in the breakfast area.





Room 1 Color Scheme:

Room 2 Color Scheme:

ASSIGNMENT SHEET 4

APPLYING ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

4

Name ______________________________ Score __________

OBJECTIVE 15

Evaluate the application of design principles.

INSTRUCTIONS

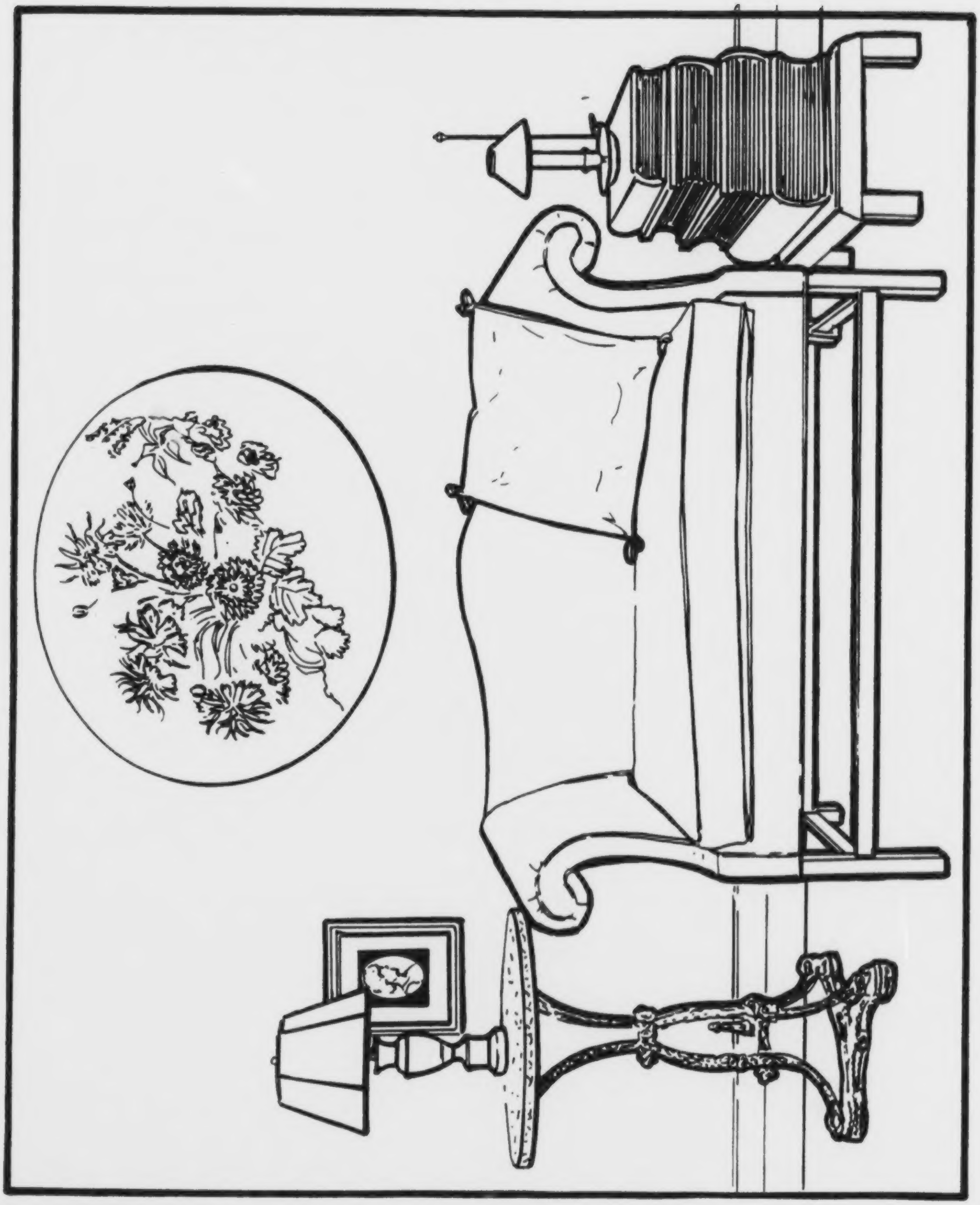
- Study the room arrangement shown.
- Identify ways in which the principles of design have been used.
- Write your answers in the blanks provided.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Analyze/synthesize information
- Identify/develop alternatives



1. How has *balance* been used in this arrangement?

2. Where is the *emphasis* and how was it obtained in this arrangement?

3. How has *proportion* been used in this arrangement? Cite one example of the accurate use of proportion.

4. Give examples where *rhythm* was used in this arrangement.

5. Describe how *you* believe the principles might have been better used, or how you would have used them differently if you were designing this room.

OBJECTIVE SHEET

ARRANGING INTERIOR SPACES

5

INTRODUCTION

A house, apartment, or other type of dwelling can be divided into areas, such as kitchen/dining area, living area, bedrooms, bathrooms, and storage areas. Each area has specific functions. A person can arrange each area of a home to maximize its use while reflecting personal style and interests.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read about the arrangement of interior spaces (such as living areas, kitchen, bedrooms, etc.). Use your textbook, reference book, magazines or other resources.
WRITING:	Write a one-page essay over the information read. Provide an overview of the text information.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Identify factors influencing the planning of interior spaces.
2. List the multiple functions for which interior spaces must provide.
3. Select from a list basic principles for arranging interior spaces.
4. Explain considerations useful in conserving energy.
5. List options for organizing storage areas.

401

6. Distinguish among kitchen layouts.
7. List methods of separating interior spaces.
8. State guidelines for planning traffic patterns.
9. List options for extending interior space.
10. Evaluate the arrangement of interior spaces. (Assignment Sheet 1)
11. Reorganize a closet or storage area. (Assignment Sheet 2)
12. Arrange a living area. (Assignment Sheet 3)

INFORMATION SHEET

ARRANGING INTERIOR SPACES

5

OBJECTIVE 1

Required/Optional Activities/Resources in Instructor's Guide

Identify factors influencing the planning of interior spaces.

- Amount of time spent in the home
- Finances/cost
- Life-stage and ages of occupants
- Number of occupants
- Occupants' interests and activities
- Occupants' special needs

OBJECTIVE 2

Required/Optional Activities/Resources in Instructor's Guide

List the multiple functions for which interior spaces must provide.

- Cleanliness/grooming
- Cooking
- Dressing
- Eating
- Leisure/recreation
- Playing
- Privacy
- Reading/studying
- Sleeping
- Socializing
- Working

OBJECTIVE 3

Required/Optional Activities/Resources in Instructor's Guide

Select from a list basic principles for arranging interior spaces.

WORDS YOU SHOULD KNOW	
design elements	visible parts or "tools" of a design that can be used to achieve a variety of effects
traffic patterns	most direct routes used by people to go through a room or from one area to another
proportion	design principle providing a relationship between the size and distance of objects from one another and to the total look or total room
closed plan	design in which rooms are self-contained and separated from one another
open plan	design in which rooms have few dividing walls; functional areas are combined into one room
parallel	aligned in the same direction
work triangle	imaginary triangle formed by the space relationship among the range, sink, and refrigerator

- Adapt and use a *floor plan* to determine furniture placement.
- Apply the elements and principles of design.
- Avoid crowding too much into a room or leaving a room too bare.
- Place large pieces of furniture *first*.
- Consider the *size* and *shape* of the room.

  EXAMPLES: A small room may be overwhelmed by large pieces of furniture; a large room may overtake small pieces of furniture. Also, rooms may be designed as a closed plan or open plan.

- Consider the room's *purpose* and the *activities* that will be conducted in it.

  EXAMPLE: Is the living room furniture arranged to facilitate conversation?

- Consider the *architectural and mechanical features* of the room; leave space for functional use.

  EXAMPLES: Leave enough space so doors and windows have room to open and close; do not cover heating and cooling vents with furniture; leave electrical outlets accessible; leave access to windows for emergency exits

- Provide adequate space for furnishings and activities.

  ☞ **NOTE:** Suggested space requirements exist for specific rooms, areas, and activities. Make sure that enough space is provided for both an item and its use.

- Evaluate *proportion*; each furniture piece should be in proportion to the room and to other items in the room.

- Allow for traffic patterns.

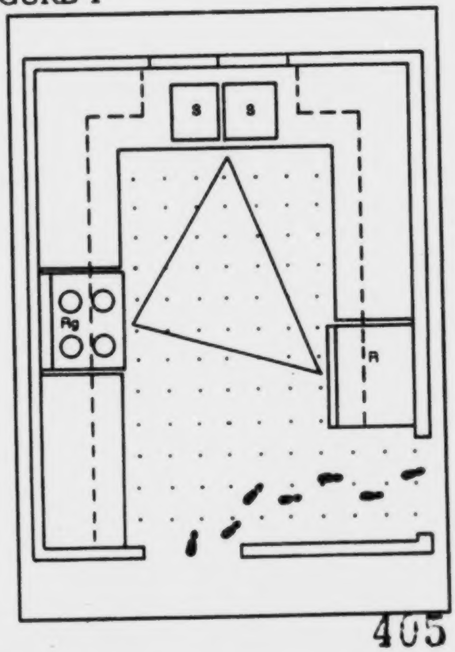
- Place large pieces of furniture *parallel* with the lines of the walls.

- Provide space for *adding* furniture.

  EXAMPLES: Space to pull out a sleeper sofa; space to open drawers

- Provide for a functional *work triangle* in the kitchen. (Figure 1)

FIGURE 1



OBJECTIVE 4

Required/Optional Activities/Resources in Instructor's Guide

Explain considerations useful in conserving energy.

- **Color** – Color affects the sensations of warm and cold. Color can also brighten dark areas and reduce lighting needs. Light colors reflect light, making areas brighter, while dark colors absorb light, making areas darker.

  EXAMPLE: Painting ceilings in lighter tones than walls reflects light back into the room and reduces the need for lamps.

- **Floor coverings** – Carpets are warmer and offer more insulation than tile or wood floor coverings. In addition, the thicker and denser the carpet, the greater the insulation value.

- **Furniture placement** – Grouping furniture in cozy arrangements adds psychological and physical warmth. Placing furniture away from outside windows and walls will also add warmth.

- **Types of furnishings** – Chairs with arms are warmer than open-arm chairs because they protect from drafts. Wood, baskets, dried flowers, and candles all add feelings of warmth to a room. Textured wallpaper and furniture with a nubby texture also add warmth. In contrast, white wicker, glass, chrome, and plastic provide a feeling of coolness.

☑ **NOTE:** In the winter, "cool furniture" can be covered with fabric and accented with warm items to create feelings of warmth.

From the Oklahoma State University Cooperative Extension Service, Home Economics Fact Sheet No. 304.

OBJECTIVE 5

Required/Optional Activities/Resources in Instructor's Guide

List options for organizing storage areas.

- Use closet organizers, hangers, and garment bags.
- Convert unused spaces for storage needs; add drawers, racks, and shelves as needed.
- Make good use of available space by putting items away carefully and in order.
- Store articles used daily or weekly in or near the rooms where they will be used.
- Store seasonal items in more permanent, general storage areas.

- Take time to sort through stored items and discard items that are no longer useful.
- Widen doors on closets so they are large enough to allow for easy access.

OBJECTIVE 6

Required/Optional Activities/Resources in Instructor's Guide

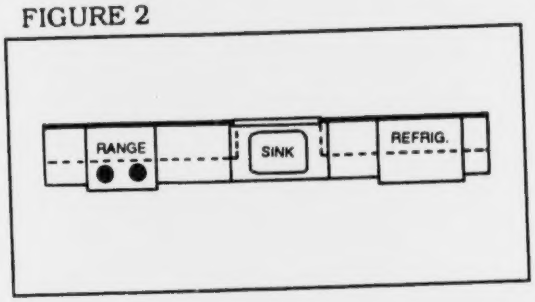
Distinguish among kitchen layouts.

WORDS YOU SHOULD KNOW	
adjoining	connecting; placed next to
island	a freestanding unit for storage and counter space

Single-Wall (Figure 2)

- Saves space; useful in small homes or apartments
- Allows for little or no traffic around the work triangle
- Often lacks adequate storage or counter space

FIGURE 2



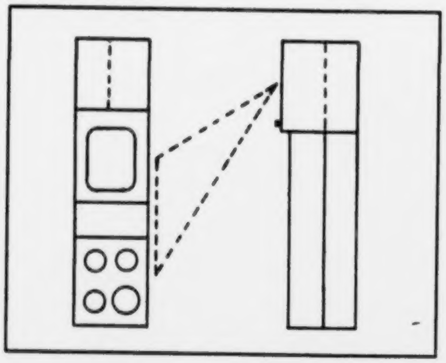
Corridor/Parallel-Wall/Galley (Figure 3)

- Allows for a more compact and efficient work triangle
- Offers accessible storage (no corners)
- Provides easy access to adjoining functional areas

  EXAMPLE: Dining area

- Allows for traffic through the work triangle (from end to end)

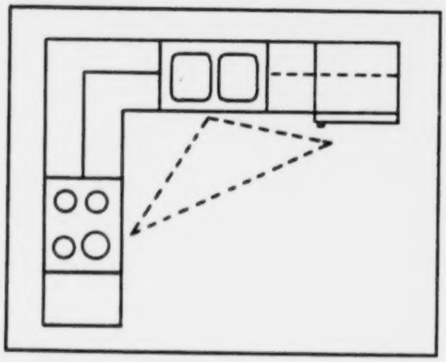
FIGURE 3



L-Shape (Figure 4)

- Provides open space for a dining table or island
- Allows for no interference with traffic lanes
- Adapts well to more than one user
- Provides greater continuous storage and counter space
- Makes a longer and less efficient work triangle

FIGURE 4

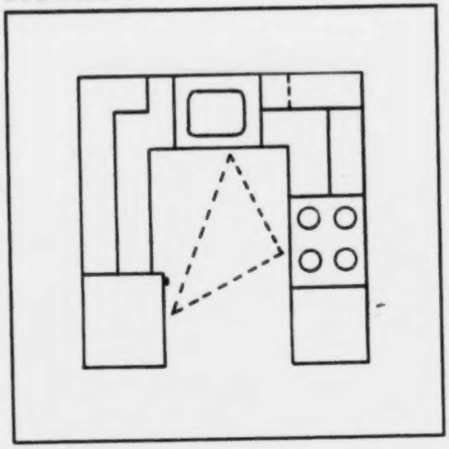


U-Shape (Figure 5)

- Usually offers the most continuous storage and counter space
- Provides the most compact and most efficient work triangle

☞ **NOTE:** The most efficient work triangle can be created by placing the sink, stove, and refrigerator each along a separate wall (so that the sides of the triangle are equal).

FIGURE 5



OBJECTIVE 7

Required Activities/ Resources in Instructor's Guide

List methods of separating interior spaces.

WORDS YOU SHOULD KNOW	
alcove	a recessed part of a room (such as a nook) or a smaller room opening into a larger room

- Location of areas

  EXAMPLE: Locate quiet areas away from other areas.

- Arrangement of furniture

  EXAMPLE: Furniture can be arranged to divide one open space into smaller spaces or to create alcoves.

- Use of freestanding dividers

  EXAMPLE: Screens and panels; shelf units, entertainment centers, or baker's racks; kitchen cooktop, countertop or storage islands

- Structural improvements

  EXAMPLE: Addition of hallways or walls

OBJECTIVE 8

Optional Activities/
Resources in Instructor's
Guide

State guidelines for planning traffic patterns.

- Choose the safest and most direct traffic patterns.
- Separate traffic patterns leading to private or quiet areas from those leading to other areas.

  ☑ **NOTE:** Depending on the floor plan, the amount of space within a room, and the furnishings present, you may have to compromise on the separation of traffic patterns.

- Avoid traffic patterns which divide a room, cross a work triangle, or otherwise disrupt activities.
- Locate traffic patterns away from any hazardous work area or areas where tripping or falling hazards could be created.
- Plan traffic patterns so that they will not be blocked by furniture or opened doors.

  ☑ **NOTE:** Patterns should allow for uninterrupted traffic around opened and closed doors and around furniture in use.

OBJECTIVE 9

Optional Activities/
Resources in Instructor's
Guide

List options for extending interior space.

WORDS YOU SHOULD KNOW	
illusion	a misleading image
texture	provides surface structure

Extending Space

☑ **NOTE:** Extending space is useful in all interior spaces.

- Apply closet organizers, hangers, and garment bags.
- Adapt unused spaces for storage; add drawers, racks, and shelves as needed.
- Put items away carefully and in order.
- Sort through stored items and discard those no longer needed.
- Store frequently-used items in or near the places where they are used.
- Store seasonal items in more remote or general storage areas.

Creating the Illusion of Space

☑ **NOTE:** The following options can be used individually or in combination.

- Hang mirrors, mirrored tiles, or mirror strips on walls.

  ☑ **NOTE:** The mirror "doubles" the space in its reflection.

- Repeat a color or texture within a room.
- Choose light colors for walls, floors, and furnishings.
- Apply the same floor covering throughout a room.
- Choose floor coverings closely matching wall colors.
- Open the space as much as possible.

  ☑ **NOTE:** A space appears larger without walls or other dividers.

- Use more lighting – sunlight or artificial.

OBJECTIVES 10-12

Complete Assignment Sheets 1-3.

ASSIGNMENT SHEET 1

ARRANGING INTERIOR SPACES

5

Name ______________________________ Score __________

OBJECTIVE 10

Evaluate the arrangement of interior spaces.

INTRODUCTION

The arrangement of interior spaces must take into consideration many things. For example, the function of the space, energy conservation, and the elements and principles of design all influence interior space arrangement. Photographs from current magazines about interior design can provide examples of unique arrangements.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

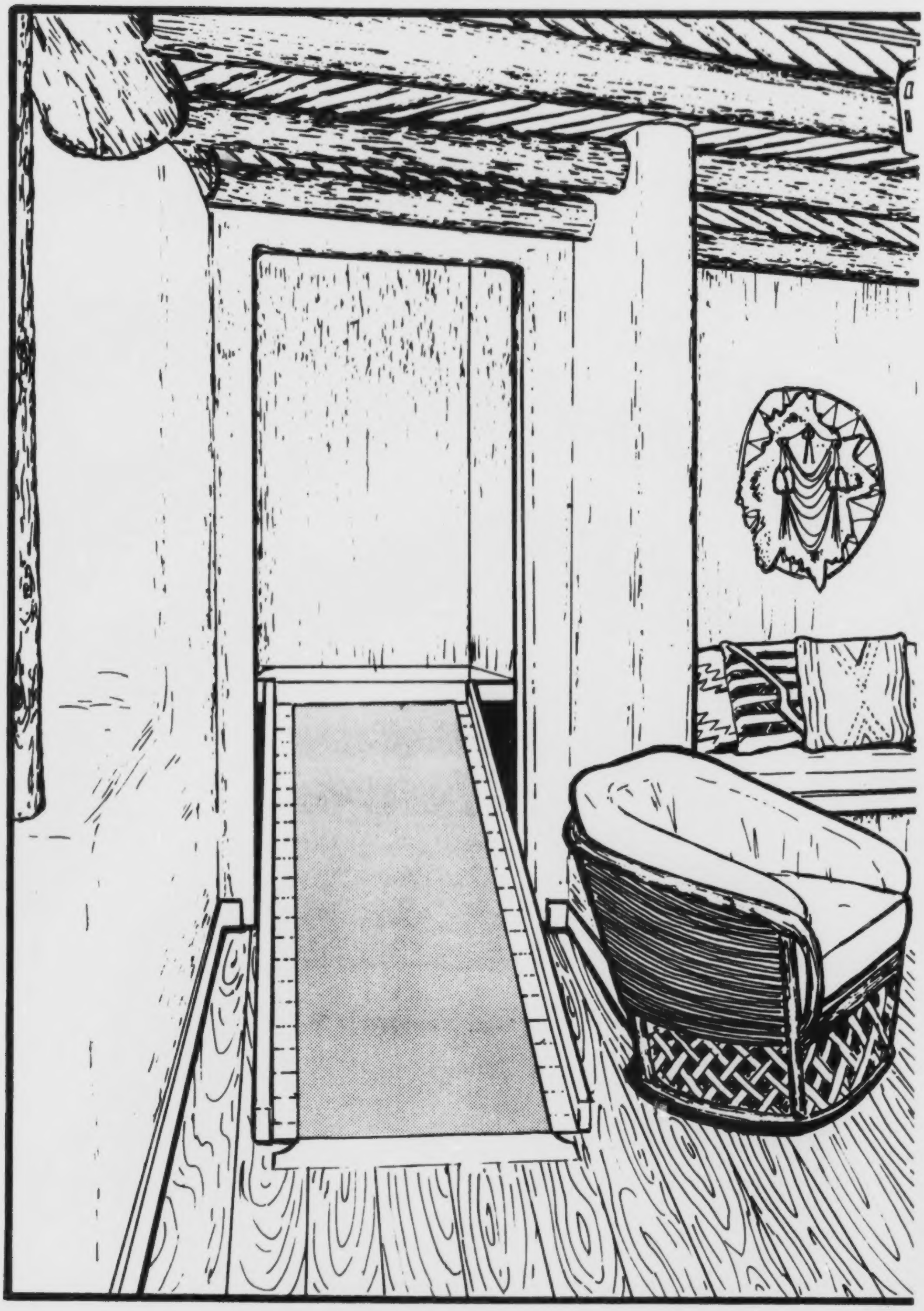
Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

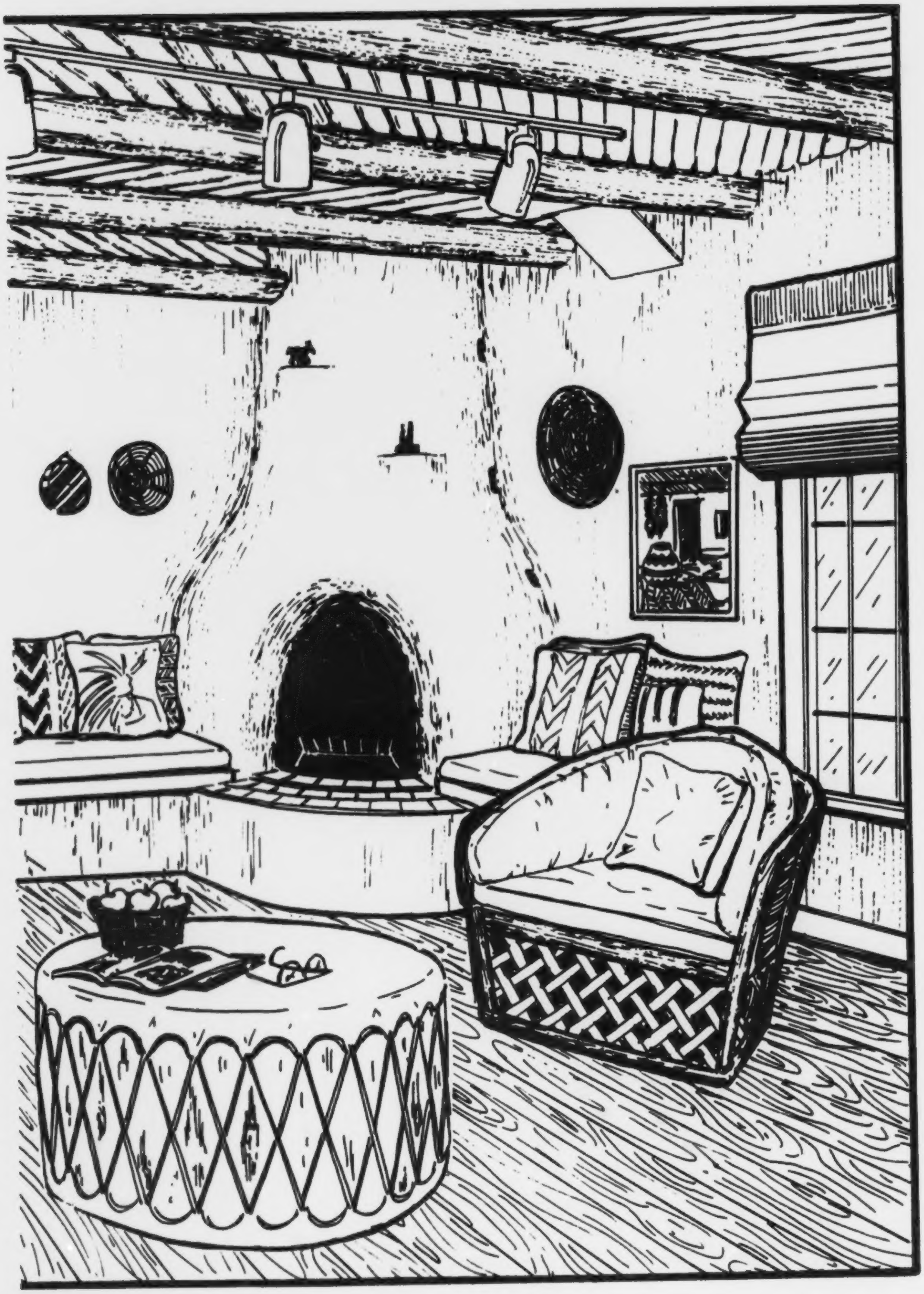
Composition
- Use complete sentences

Cognitive Activities
- Analyze/synthesize information
- Draw conclusions

Part 1

- Evaluate the room arrangement on the following pages.
- Answer the questions that follow.





1. What obvious factors influenced the planning of this room?

____

____

____

2. For what functions of living does this interior space provide?

____

____

____

3. What guidelines for arranging interior spaces were followed in this room?

____

____

____

____

4. In what ways is this room furnished to conserve energy and in what ways might this room be better arranged to conserve energy?

____

____

____

5. How were the elements of design applied in this room and in what ways might the elements of design have been better used?

____

____

____

____

6. In what ways were the principles of design incorporated into this room arrangement and in what ways might the principles have been better used?

____

____

____

____

Part 2

- Choose an interior room to evaluate. The room may either be a picture in a magazine or catalog, a showroom exhibit, or a room in a home or apartment.
- Answer the questions that follow.

1. What obvious factors influenced the planning of this room?

____

____

____

2. For what functions of living does this interior space provide?

____

____

____

3. What guidelines for arranging interior spaces were followed in this room?

____

____

____

____

4. In what ways is this room furnished to conserve energy and in what ways might this room be better arranged to conserve energy?

5. How were the elements of design applied in this room and in what ways might the elements of design have been better used?

6. In what ways were the principles of design incorporated into this room arrangement and in what ways might the principles have been better used?

ASSIGNMENT SHEET 2

ARRANGING INTERIOR SPACES

5

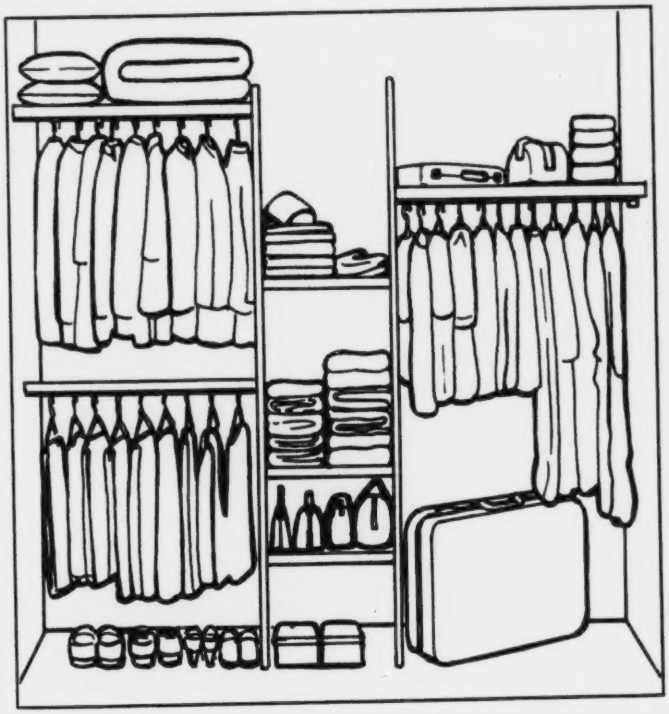
Name ______________________________ Score __________

OBJECTIVE 11

Reorganize a closet or storage area.

INTRODUCTION

Organizing closet storage aids in maintaining the appearance of clothes, and the ease with which the clothes can be found. The following illustration represents a well-organized closet.



INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

1. Identify a closet or storage area in your home to be reorganized.
2. Take a picture of the closet or storage area, or explain in writing the way the closet or storage area is currently organized.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Develop an action plan

3. Write a plan for how you propose to reorganize the storage area. Use the information given in this unit to assist in the planning.

4. Reorganize the closet or storage area.

   ☑ **NOTE:** Take advantage of all open space.

5. Explain in writing the way the closet or storage area was reorganized. Give details of what was done to improve the storage area as well as any problems encountered. You may want to take a picture of the reorganized closet or storage area to include with the Assignment Sheet.

ASSIGNMENT SHEET 3

ARRANGING INTERIOR SPACES

5

Name ______________________________ Score __________

OBJECTIVE 12

Arrange a living area.

INTRODUCTION

With templates and a scale drawing of a room, you can experiment with a variety of furniture arrangements. It is much easier to move paper templates on a floor plan than to move actual pieces of furniture until the best arrangement is accomplished.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Operation and Calculation
- Calculate with fractions
- Calculate with decimals

Functional Math
- Make measurements

1. Choose one room at home that you would like to arrange differently. Measure the room's floor dimensions and outline those dimensions on the graph paper. Have each square on the graph represent a scale of 1/4 inch = 1 foot.

   ☑ **NOTE:** If the scale used allows one square per foot, a room measuring 8 by 12 feet would be drawn 8 squares by 12 squares.

2. Indicate where doors, windows, heat and air vents, and electric outlets are located.

3. Using the space requirements given, arrange the pieces of furniture that are to be used in the room. Draw the furniture, or cut out the templates provided and glue or tape them to the graph paper.

   ☑ **NOTE:** It is very important to keep items in proportion to the scale indicated on the graph paper.

5. After the furniture arrangement is completed, answer the following questions:

   a. What colors would you use in the room arrangement?

   ____

   ____

b. What accessories would you use and where would you place them?

____

____

____

c. What items would you need to purchase to complete this arrangement, and how much do those items cost?

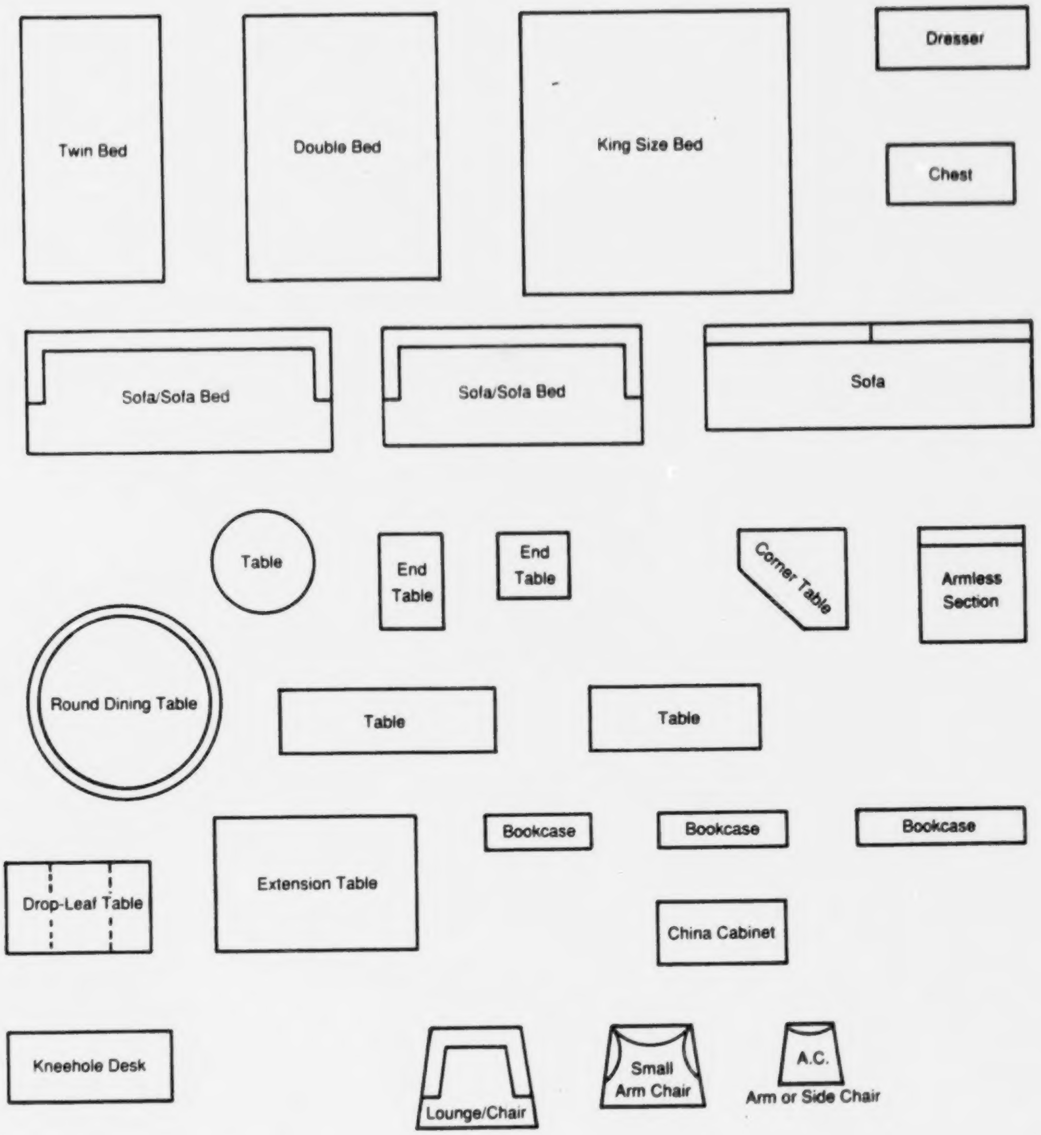
Item	Cost
________________________________	__________
________________________________	__________
________________________________	__________

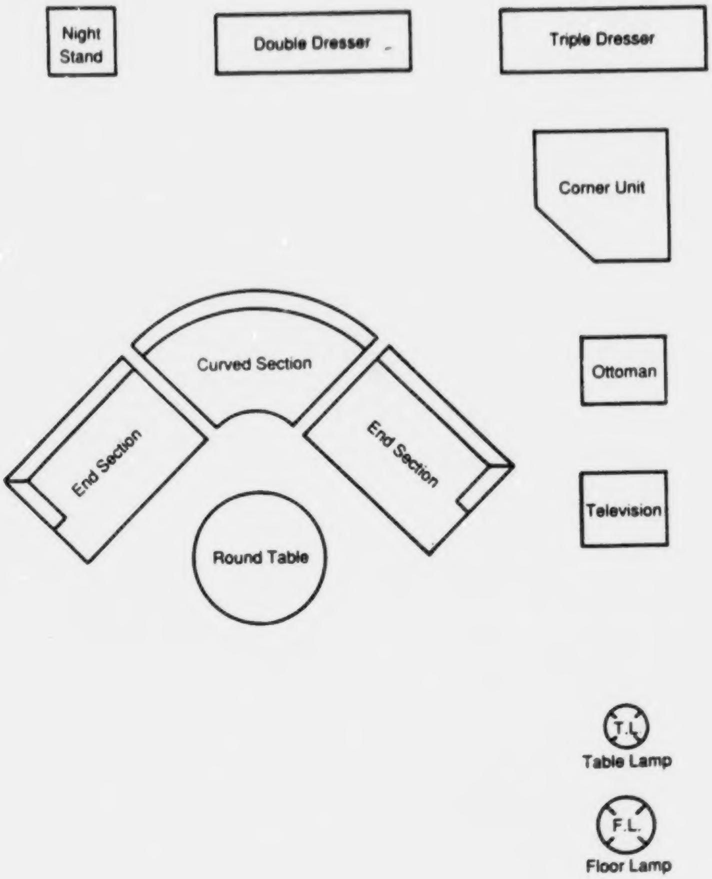
d. What are ways to improvise the items listed in the previous question?

____

____

____


Twin Bed
Double Bed
King Size Bed
Dresser
Chest
Sofa/Sofa Bed
Sofa/Sofa Bed
Sofa
Table
End Table
End Table
Corner Table
Armless Section
Round Dining Table
Table
Table
Bookcase
Bookcase
Bookcase
Drop-Leaf Table
Extension Table
China Cabinet
Kneehole Desk
Lounge/Chair
Small Arm Chair
A.C.
Arm or Side Chair


Night Stand
Double Dresser
Triple Dresser
Corner Unit
Curved Section
End Section
End Section
Ottoman
Television
Round Table
T.L.
Table Lamp
F.L.
Floor Lamp

SUGGESTED SPACE REQUIREMENTS	
General	
Major traffic path	3-6 feet
Minor traffic path	1.5-4 feet
Space for opening interior doors (including closet doors)	2.5-3 feet
Living and Dining Rooms\Areas	
Space between coffee table and chair/sofa	1-1.5 feet
Space in front of chair (after person is seated)	1.5-2.5 feet
Space around dining table and occupied chairs	1.5-2 feet
Bedroom\Sleeping Area	
Space between and around beds	1.5-3 feet
Space for opening chest\dresser drawers (while standing in front)	3-4 feet
Bathroom	
Space in front of toilet	1.5-2 feet

SCALE: ¼ inch = 1 foot

OBJECTIVE SHEET

DESIGNING INTERIOR BACKGROUNDS

6

INTRODUCTION

Walls, floors, ceilings, and windows have obvious functions in housing. However, they also contribute to interior design. Walls, floors, ceilings, and windows create the *background* of interior areas. The background contributes to the elements of design at work in a room; walls, floors, ceilings, and windows have their own forms, textures, and colors. The background also interacts with the furnishings in the room to help achieve the principles of design.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read about interior backgrounds, including walls, floors, ceilings, and windows. Use your textbook, reference book, magazines, or other resources.
WRITING:	Write a one-page essay over the information read. Discuss the different types of interior backgrounds and how each contributes to interior design. Also examine trends in the use of each background element.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Explain the importance of backgrounds.
2. List considerations for selecting interior backgrounds.
3. Distinguish among the functions of interior backgrounds.
4. Describe types of wall treatments.
5. Distinguish among types of paint.

6. State the uses for types of paint finishes.
7. Match types of floor treatments to their descriptions.
8. Identify common window designs.
9. Identify types of window treatments.
10. State options for working with ceilings.
11. Estimate wall paint. (Assignment Sheet 1)
12. Measure for window treatments. (Assignment Sheet 2)
13. Compare the costs of background features. (Assignment Sheet 3)

INFORMATION SHEET

DESIGNING INTERIOR BACKGROUNDS

6

OBJECTIVE 1

Required/Optional Activities/Resources in Instructor's Guide

Explain the importance of backgrounds.

Walls, floors, ceilings, and window treatments provide a *background* or *setting* for the furnishings in a home. The colors, patterns and textures of the background affect the total impression one gets from a room, making a major aesthetic contribution to the home environment. In addition, backgrounds help to determine spacial relationships in a room and affect the amount of light, heat, and sound there.

OBJECTIVE 2

Required/Optional Activities/Resources in Instructor's Guide

List considerations for selecting interior backgrounds.

- Amount of available light
- Cost
- Duration of use
- Flexibility
- Function of the room
- Furniture in the room

OBJECTIVE 3

Required/Optional Activities/Resources in Instructor's Guide

Distinguish among the functions of interior backgrounds.

Ceilings

- Define the limits of a room

☞ **NOTE:** Ceilings also affect the efficient heating, cooling, and circulation in a room.

Floors

- Define space
- Support furnishings
- Shield from the earth below
- Receive more wear than other background elements

Walls

- Enhance and coordinate with the functions of the room
- Provide visual interest and texture
- Fit the room's atmosphere and use

Window treatments

- Control light and air
- Provide privacy
- Complement the design scheme

OBJECTIVE 4

Required/Optional Activities/Resources in Instructor's Guide

Describe types of wall treatments.

- **ceramic tile** – durable; easy to clean; resistant to water, stains, and fire; very long-lasting; requires little maintenance; available in many colors and shapes; often used in kitchens and baths; *relatively expensive*

- **fabric** – gives warmth and adds color; provides a unique texture; available in a variety of colors and patterns; prices can range from inexpensive to expensive, depending on the fabric

- **glass** – often used to accent; easy to maintain; can produce dramatic effects; several styles available; expensive

  EXAMPLES: Mirrors, glass blocks

- **masonry** – adds wall texture with depth; may be used to develop interesting designs; very durable and long-lasting; available in a variety of stone aggregates, textures, and colors

- **paint** – quick and easy to apply; easy to maintain; provides wide color assortment; can be applied to a variety of surfaces; *least expensive wall treatment*

- **wallpaper** – sets a mood; can be used in any room; available in a variety of colors, patterns, prices, textures, and degrees of durability; completely covers old wall treatments and irregular surfaces; economically practical

- **wood** – available in a wide range of colors, grains, and species; resistant to wear; easy to clean and requires little maintenance; keeps out moisture and cool air; provides a "natural" feeling; economical and practical

OBJECTIVE 5

Required/Optional
Activities/Resources
in Instructor's Guide

Distinguish among types of paint.

WORDS YOU SHOULD KNOW	
catalyst	a substance which initiates a reaction
reactor	a substance which reacts

☑ **NOTE:** Paint is commonly the most popular wall treatment. It is generally inexpensive, easy to apply, and can be purchased in a wide variety of colors. While all are durable, the types of paint vary in many ways.

Alkyd

- Oil-based
- Slow to dry
- May produce odor and/or fumes
- Good adhesion quality
- Resistant to soil, dirt, stains, and humidity
- Absorbs oil and grease
- Paint thinner or turpentine needed for thinning paint and for equipment cleanup
- Usually preferred for use in bathrooms and kitchens

Epoxy

- Provides a harder, more durable surface
- Used on surfaces like worn laundry tubs, basement walls, and shower stalls
- Comes in two cans, paint in one which acts as a *catalyst*, and the other as a *reactor*

  ☑ **NOTE:** Paints must be mixed just before using, as a chemical reaction takes place immediately after mixing which solidifies the paint.

- Overwhelming fumes

  ☑ **NOTE:** Good ventilation is required during use due to the strong fumes present.

Latex

- Water-based
- Quick-drying
- Easy to apply

- Relatively odorless
- Water and detergent needed to thin paint and clean equipment
- Can be used in a variety of rooms and on a variety of surfaces

OBJECTIVE 6

Required/Optional Activities/Resources in Instructor's Guide

State the uses for types of paint finishes.

WORDS YOU SHOULD KNOW	
gloss	a smooth, soft shininess on a surface
porous	able to absorb moisture

☑ **NOTE:** The type of finish one chooses to use is based on aesthetics as well as practicality.

- **flat** – popular wall and ceiling paint because of the soft appearance it produces

  ☑ **NOTE:** Flat finishes are porous and do not resist stains very well, and therefore are not recommended for use in *kitchens* and *bathrooms.*

- **high-gloss** – used on woodwork where high reflectance or a lacquered look is desired
- **semi-gloss** – can be used on walls or woodwork

OBJECTIVE 7

Required/Optional Activities/Resources in Instructor's Guide

Match types of floor treatments to their descriptions.

WORDS YOU SHOULD KNOW	
abrasion	the wearing or rubbing-away of a surface as a result of friction
embossed	having a design raised on a surface
resilient	able to withstand
terrazzo	marble chips used with a cement binder on a concrete base

- **carpets or rugs** – absorb shock and deaden noise; provide color, warmth, and texture; are available in a wide selection of colors, patterns, textures, and fiber content; provide underfoot comfort

- **ceramic tile** – lasts indefinitely; requires little maintenance; may be expensive to install; may chip easily

- **linoleum** – resilient with good underfoot comfort; varying resistance to grease, cigarette burns, and indentation; inexpensive; durable; available in tile, inlaid and printed designs, plain surface and embossed, and in a wide variety of designs and colors

- **masonry** – lasts indefinitely; high abrasion resistance; suitable for indoor/outdoor uses; available smooth or textured

- **rubber tile** – good resilience; stain resistant; permanently injured by gasoline, solvents, oils, grease, and strong alkalis; superior quietness, superior underfoot comfort; available from solid colors to a variety of wood and marble imitations; low cost floor covering

- **sealed cork** – superior in quietness and resilience; poor resistance to cigarette burns and stains; fair grease and alkali resistance; warm in the winter and cool in the summer; expensive

- **terrazzo** – beautiful, durable, and low maintenance; requires a solid base of concrete; expensive

- **vinyl** – excellent resilience; resistant to grease, alkalis, and stains; durable; relatively expensive; available in wide-range of designs and colors

- **wood** – good resilience; wear-durable; readily available; adds rich, natural beauty; price range from economical to expensive

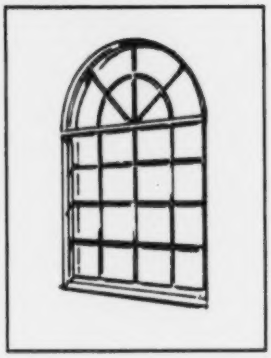
OBJECTIVE 8

Required/Optional Activities/Resources in Instructor's Guide

Identify common window designs.

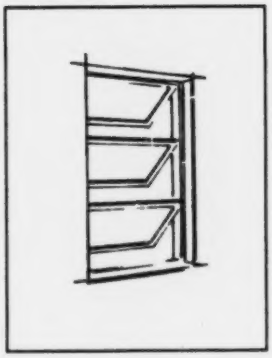
☑ **NOTE:** Sliding, swinging, and fixed windows are three basic *types* of windows used in home construction. Within these types are several varieties of design.

FIGURE 1



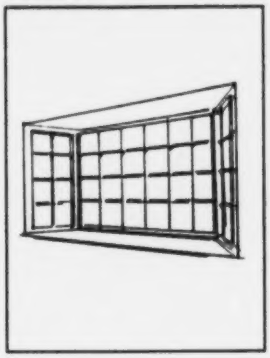
- Arched

FIGURE 2



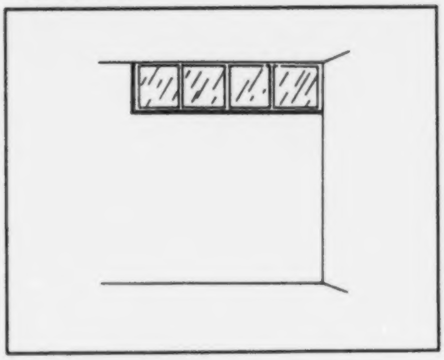
- Awning

FIGURE 3



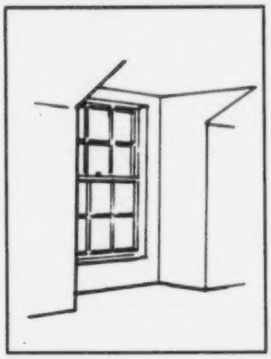
- Bay

FIGURE 4



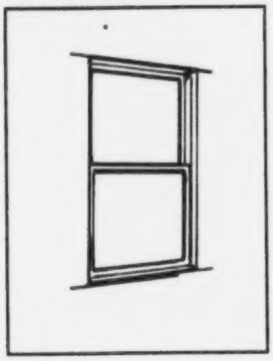
- Clerestory

FIGURE 5



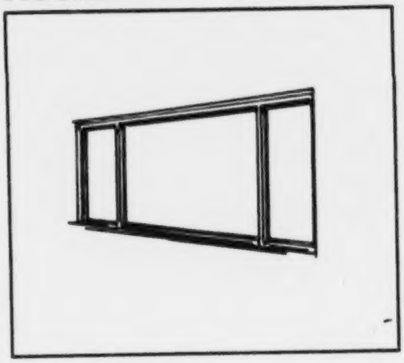
- Dormer

FIGURE 6



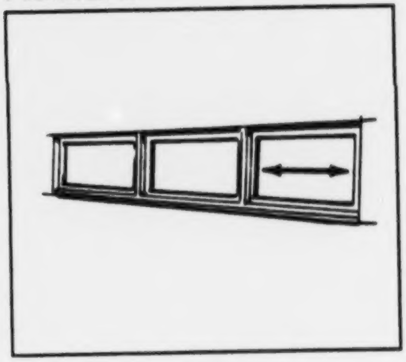
- Double-hung

FIGURE 7



- Picture

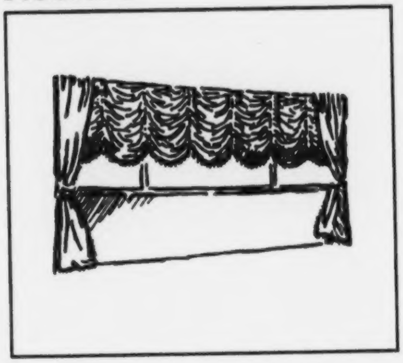
FIGURE 8



- Ranch (Sliding)

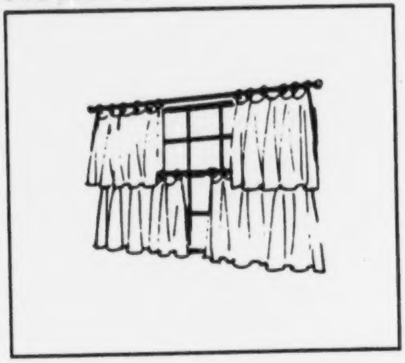
OBJECTIVE 9 **Identify types of window treatments.**

FIGURE 9



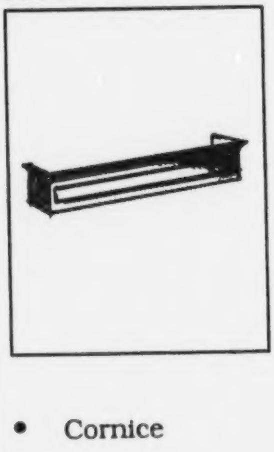
- Austrian window shade

FIGURE 10



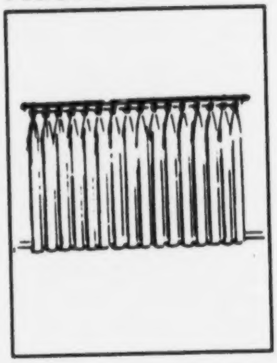
- Cafe curtain

FIGURE 11



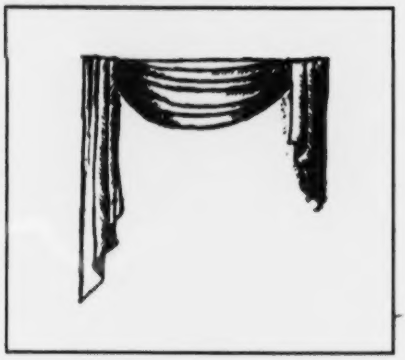
- Cornice

FIGURE 12



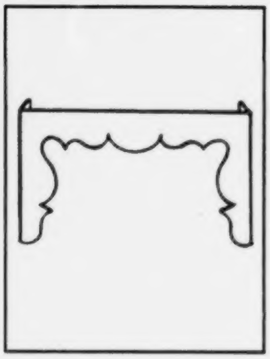
- Draw drapery

FIGURE 13



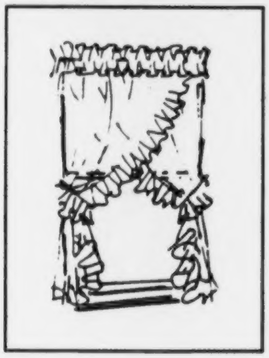
- Swag with drapery jabot

FIGURE 14



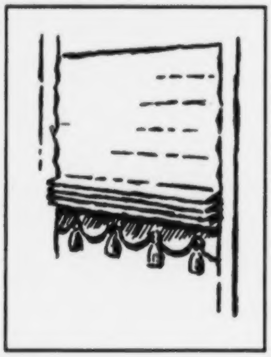
- Lambrequin

FIGURE 15



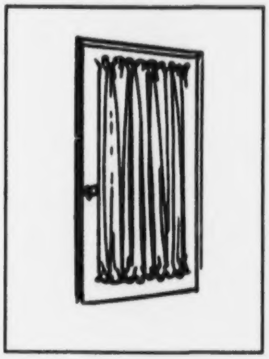
- Priscilla curtain (criss-cross)

FIGURE 16



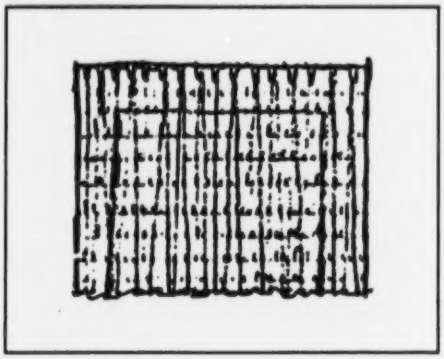
- Roman window shade

FIGURE 17



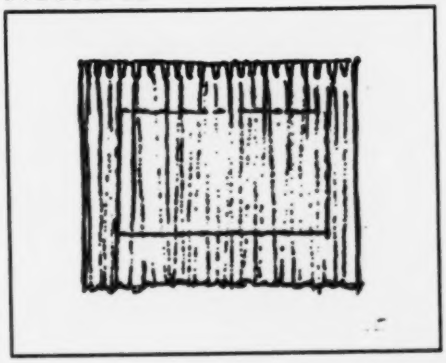
- Sash curtain

FIGURE 18



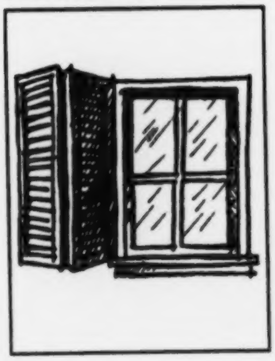
- Semi-sheer

FIGURE 19



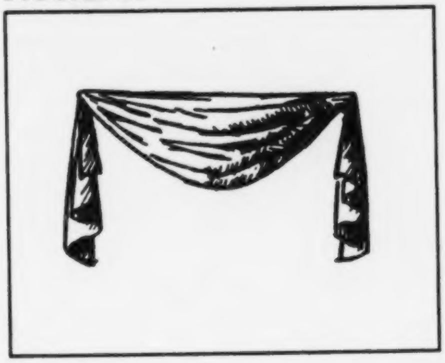
- Sheer (Glass Curtain)

FIGURE 20



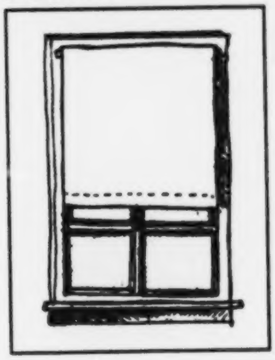
- Shutter

FIGURE 21



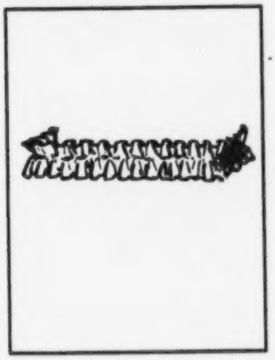
- Swag and Cascade

FIGURE 22



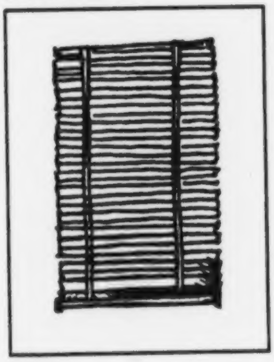
- Traditional window shade

FIGURE 23



- Valance

FIGURE 24



- Venetian blind

OBJECTIVE 10

Required Activities/
Resources in Instructor's
Guide

State options for working with ceilings.

☑ **NOTE:** Ceilings can provide lightness to a room, control temperatures, and increase the acoustic features in a room.

- Several different **materials** can be used to form ceiling surfaces.

  EXAMPLES: Gypsum board, plaster, paneling

- Ceiling **types** can be constructed as undersides of roofs to form open ceilings, as flat ceilings, or as flat ceilings constructed at differing levels.

- A wide variety of ceiling **treatments** are available for use and to produce special effects.

  EXAMPLES: Dark paint lowers the apparent height of a ceiling; light-colored paint raises the apparent height; wallpaper or fabric having vertical stripes raise the apparent height

OBJECTIVES 11-13

Complete Assignment Sheets 1-3.

Name ______________________________ Score __________

OBJECTIVE 11

Estimate wall paint.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Operation and Calculation
- Solve formulae and equations

Functional Math
- Make measurements

- To find the *total square feet* (wall area) of a room, multiply the length of each wall by the ceiling height, then add the results. (Or, add the lengths of the walls, then multiply the result by the ceiling height.)
- If one gallon of paint will cover 300 square feet with one coat of paint, *divide* the total square feet by 300 to find the number of gallons of paint needed to paint the room.

  ☑ **NOTE:** You may also need paint for the *baseboard.*
- Use the above procedure to calculate the amount of paint needed. Show your work.

1. A room that is 15 feet x 11 feet, with a ceiling 8 feet high.

2. A room that is 17 feet x 13 feet, with a ceiling 9 feet high.

3. Choose one room in your house. Estimate the wall paint needed for that room. Provide the following information:

Room size: ____

Ceiling height: ____

Total square feet: ______________________________________

One gallon of paint covers __________ square feet.

Amount of wall paint needed: ________________________

ASSIGNMENT SHEET 2

DESIGNING INTERIOR BACKGROUNDS

6

Name ______________________ Score __________

OBJECTIVE 12 **Measure for window treatments.**

INSTRUCTIONS Using the information provided on the following pages and a measuring tool, measure a window for the window treatments identified below.

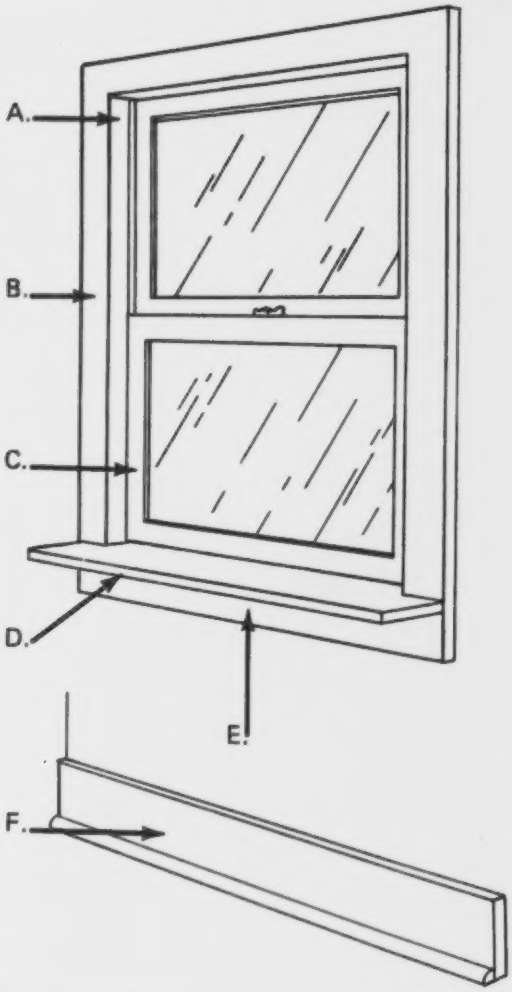
Functional Reading
- Follow written instructions

Functional Math
- Make measurements

1. Heather wants to hang a fashionable mini-blind form of the Venetian blind. The blinds will require an inside casing mounting, and will need to extend to the sill. What size blind should she purchase?
2. Mark is planning to hang a traditional style shade in his bedroom. He knows the shade will require a frame mounting and should extend to the sill. What size shade should he purchase?
3. Patty wants to make a cafe curtain for her kitchen window. She plans to mount it on the frame and extend it to the apron. What measurement should she use as her basis to purchase curtain material?
4. Jack and Grace are measuring for a draw drapery on a decorative rod. They want to hang the drapery rod four inches above the frame on the wall. They also want the drapery to extend four inches beyond the frame on both sides. The draperies will extend to the floor, and allow space for the rug. What are the basic measurements of the window area they are hoping to cover?

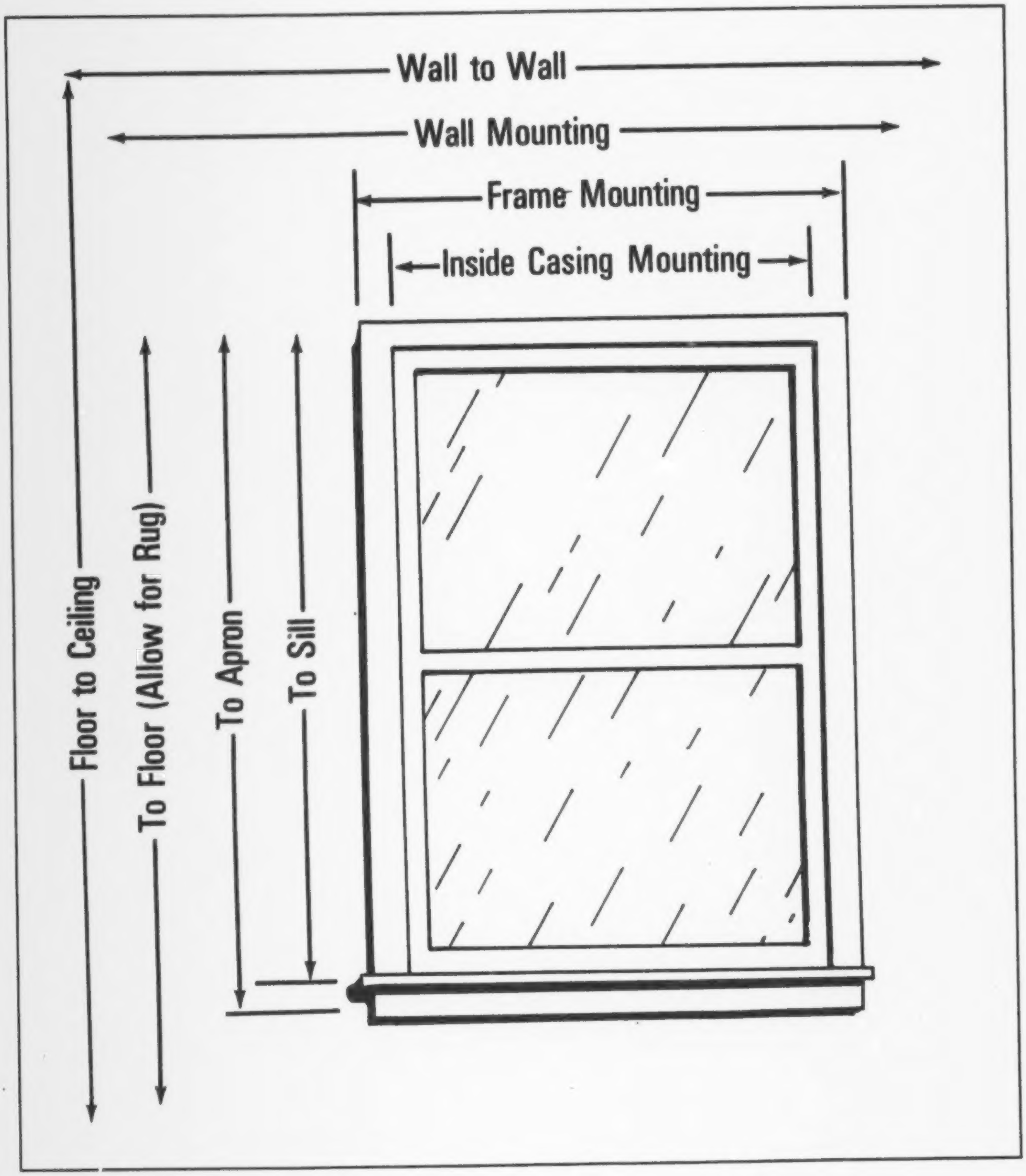
Parts of a Window

a. Casing
b. Frame
c. Sash
d. Sill
e. Apron
f. Baseboard



☑ **NOTE:** The window above is a common type of window. Other types may not include all parts.

Measurement Points on a Window


Wall to Wall
Wall Mounting
Frame Mounting
Inside Casing Mounting
Floor to Ceiling
To Floor (Allow for Rug)
To Apron
To Sill

ASSIGNMENT SHEET 3

DESIGNING INTERIOR BACKGROUNDS

6

Name ______________________________ Score __________

OBJECTIVE 13 **Compare the costs of background features.**

INSTRUCTIONS Choose two types of each identified background for price comparisons and answer the following questions. Use local department stores, building centers, and/or company sale bulletins as sources of information.

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Part 1 – Wall treatments

1. Type: ______________________________

   Information source: ______________________________

   Cost: ______________ Unit coverage : ______________

   Expected lasting quality: ______________________________

   Other noted features: ______________________________

2. Choose a room. Why would you use this treatment?

   ____

   ____

   ____

3. Which wall treatment would you choose? Explain your answer.

   ____

   ____

   ____

Part 2 – Floor treatments

1. Type: ______________________________

   Information source: ______________________

   Cost: ____________ Unit coverage: ____________

   Expected lasting quality: ____________________

   Other noted features: ______________________

2. Choose a room. Why would you use this treatment?

   ____

   ____

   ____

3. Which floor treatment would you choose? Explain your answer.

   ____

   ____

   ____

Part 3 – Window treatments

1. Type: ______________________________

   Information source: ______________________

   Cost: ____________ Unit coverage: ____________

   Expected lasting quality: ____________________

   Other noted features: ______________________

2. Choose a room. Why would you use this treatment?

____

____

____

3. Which window treatment would you choose? Explain your answer.

____

____

____

Part 4 – Ceiling treatments

1. Type: ____

Information source: ______________________________

Cost: ______________ Unit coverage: ______________

Expected lasting quality: __________________________

Other noted features: _____________________________

2. Choose a room. Why would you use this treatment?

____

____

____

3. Which ceiling treatment would you choose? Explain your answer.

____

____

____

OBJECTIVE SHEET

SELECTING FURNITURE AND ACCESSORIES

7

INTRODUCTION

A house becomes a home through the personal touches of the people who live there. The furnishings and accessories are what give a house its personality. They can create a mood as well as serve a number of different functions. Because furniture and accessory purchases can quickly consume a housing budget, it is important to choose items that will be long-lasting and of good quality. They should reflect both present and future furnishing needs.

Once the furnishings have been purchased, one is faced with the task of where to put everything. To create an arrangement that is pleasing to the eye requires careful planning and a working knowledge of design basics.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read about furniture and accessories. Use your textbook, reference book, magazines, or other resources.
WRITING:	Write a one-page essay over the information read. Discuss the styles of furniture, their features, types of accessories, and options for lighting. Also examine trends in each of these areas.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. List the functions of furniture.
2. Select from a list guidelines for choosing and purchasing home furnishings.

3. Distinguish among furniture alternatives.

4. Identify common furniture styles.

5. Compare materials used in furniture construction.

6. Match terms used to evaluate wood furniture to their descriptions.

7. List questions for evaluating upholstered furniture.

8. Match upholstery fabrics to their descriptions.

9. Select from a list guidelines for choosing accessories.

10. List the functions of lighting.

11. Select from a list the effects of natural light on color schemes.

12. Distinguish among electronic, fluorescent, and incandescent light bulbs.

13. List considerations in choosing lamps and lamp shades.

14. Create a short-term and long-term plan for home furnishings. (Assignment Sheet 1)

15. Compare quality features of case goods. (Assignment Sheet 2)

16. Compare quality features of upholstered furniture. (Assignment Sheet 3)

17. Design a wall grouping. (Assignment Sheet 4)

18. Evaluate a home lighting plan. (Assignment Sheet 5)

19. Determine the cost of furnishing a room. (Assignment Sheet 6)

INFORMATION SHEET

SELECTING FURNITURE AND ACCESSORIES

7

OBJECTIVE 1

Optional Activities/ Resources in Instructor's Guide

List the functions of furniture.

- Provides a surface for preparing and eating food
- Provides a place for storing/displaying belongings
- Provides a place for sitting
- Provides a place for lying down/resting
- Provides a decorative addition

OBJECTIVE 2

Required/Optional Activities/Resources in Instructor's Guide

Select from a list guidelines for choosing and purchasing home furnishings.

☑ **NOTE:** Consumers need to decide if furniture items purchased will be used as long-term investments or if they will simply satisfy current, short-term needs. This decision will help serve as a basis for determining the amount of money to spend on items.

- Check the dealer's reputation; be aware of deceptive practices.
- Check the type of material used in the furniture construction.

  EXAMPLES: Solid wood, veneer, metal, plastic
- Check drawer construction by opening and closing drawers to see if the operation is smooth and the drawers are snug, but not tight.
- Check the matching of patterned fabrics and the evenness of the cording in upholstered furniture.
- Consider how and by whom the furniture will be used.
- Lean against or press on heavy furniture to make certain it sits firmly on the floor.
- Make a furniture budget and stick to it; look for ways to get the maximum quantity and quality for the money budgeted.

- Plan selections in advance; avoid impulsive buying or persuaded purchases.

- Purchase furnishings that are flexible enough to be moved and used in another home or setting.

- Study labels and guarantees.

- Take advantage of sales.

- Take a tape measure along when shopping to check for dimensions that will fit living spaces.

- Take color and fabric samples to the store, including samples of wood, paint, wallpaper, carpeting, upholstery, and draperies.

- Visit various stores to compare quality and price.

OBJECTIVE 3

Required/Optional Activities/Resources in Instructor's Guide

Distinguish among furniture alternatives.

Improvised furniture

- Can be made from various materials

- Requires creative thinking skills, time, and talent

  EXAMPLE: Use inexpensive outdoor lawn chairs in the dining area until your budget allows for replacement chairs, then move the lawn chairs to the patio area; crates; trunks.

New furniture

- May require spending more money for purchases of better quality; the best quality will last the longest

- Should be considered an *investment*

- Best purchased at reputable stores that carry brand names

Ready-to-assemble furniture

- Comes boxed unassembled

- Needs few or no tools for assembly

Rental furniture

- Offers wide selection of furniture and accessories
- May offer a lease-to-buy option
- Can be very expensive

☑ **NOTE:** Purchase and rental payments should be carefully compared before furniture decisions are made.

Unfinished furniture

- Is sold in budget, medium-priced, and luxury lines
- Requires time, work, materials, and skill to finish

Used furniture

☑ **NOTE:** Used furniture may be antiques, family heirlooms, gifts from parents or relatives, or items purchased at garage sales and/or used furniture stores.

- Can be refinished, restored, or recycled
- Is often available in top-quality lines but with slightly damaged features

OBJECTIVE 4

Required/Optional Activities/Resources in Instructor's Guide

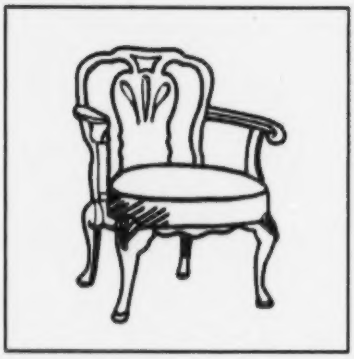
Identify common furniture styles.

Traditional or classic

☑ **NOTE:** Traditional or classic styles have a historical heritage and are characterized by many ornate carvings and graceful lines. The designs were inspired by seventeenth- and eighteenth-century English designers.

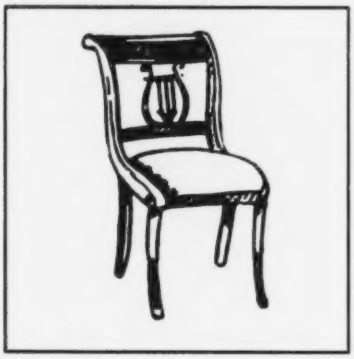
- Queen Anne

FIGURE 1



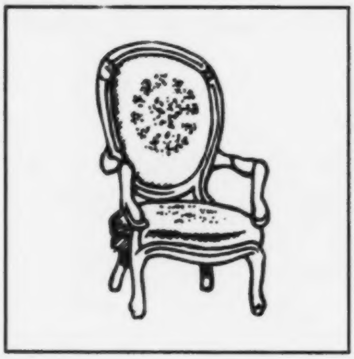
- Duncan Phyfe

FIGURE 2



- Victorian

FIGURE 3

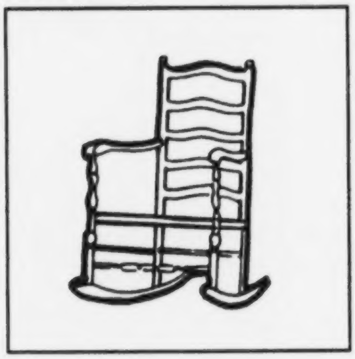


Provincial or rustic

☑ **NOTE:** Provincial or rustic furniture are a simplified type of traditional styling. Carvings and ornamentation are not as complex, and are often constructed with flat seats, more squared-cornered legs, and are made of native woods.

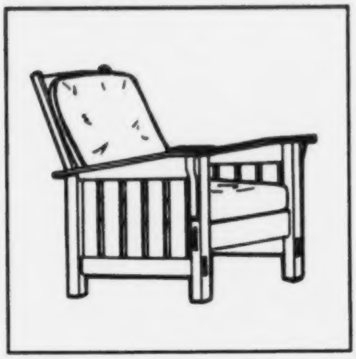
- Early American

FIGURE 4



- Ranch

FIGURE 5

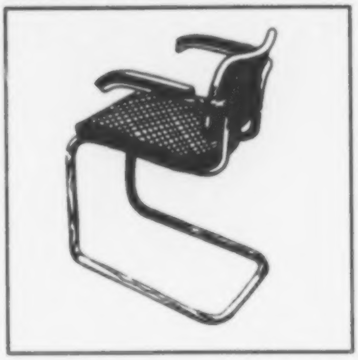


Contemporary

☑ **NOTE:** Modern furniture breaks from the past and reflects the needs and technologies of today, often using cubes, rectangles and clean, unbroken lines of design. Lower price through mass production is a factor in determining why contemporary furniture is sometimes preferred by the average consumer.

- Modern

FIGURE 6



OBJECTIVE 5

Optional Activities/
Resources in Instructor's
Guide

Compare materials used in furniture construction.

WORDS YOU SHOULD KNOW	
case goods	pieces of furniture that are not upholstered; wood is the main material

- **fabric** — upholstery is the fabric covering of furniture; upholstered furniture has a frame of kiln-dried hardwood, padding on the frame, springs, and a thick layer of cushioning material over the springs; the chair is then covered with an upholstery fabric

- **glass** — usually used in combination with metal or wood; used on table tops and doors of display cabinets; should be tempered or treated for safety and durability

- **plastic** — very versatile and can be finished in a variety of colors; mass-production often makes these pieces inexpensive; lightweight, sturdy, and easy to clean; often used in contemporary settings

- **metal** — popular for both indoor and outdoor uses; often combined with other materials such as wood, fabric, or glass; very strong and durable, but should have a rustproof finish

- **wood** — items can be handmade or machine-made; is beautiful, durable, and often used to make case goods; a wide variety of grains, colors, and styles available; may be used as a solid or bonded product; pieces are connected using wood joints and glued for added strength

OBJECTIVE 6

Required/Optional Activities/Resources in Instructor's Guide

Match terms used to evaluate wood furniture to their descriptions.

- **case goods** — furniture constructed with wood as the main material used

- **composite board** — made from wood particles, various resins, pressure, and heat

- **finishes** — applied to the surfaces of furniture to protect the wood from moisture, heat, warping, and abrasion; may add color to make a less-expensive wood resemble a more expensive wood

- **hardwood** — wood that comes from trees that lose their leaves in the winter; preferred for quality furniture, which adds expense; durable and holds nails and screws tightly

- **joint** — when one piece of wood is connected to another; may be concealed or exposed; usually glued, nailed or reinforced with screws to add strength

- **softwood** — wood from trees that have cones, needles, and stay green all season; has less strength and is less expensive than hardwood; may be used as back panels in case goods or for rustic, outdoor pieces

- **solid wood** — a product that is made of all wood, and any exposed wood is made of the same wood; can be carved, sanded, and refinished; has a tendency to crack, warp and swell; is expensive

- **wood veneer** — thin layers of wood are glued together, with the most expensive or finest wood layer exposed; strong, stable, difficult to repair if damaged

OBJECTIVE 7

Required/Optional Activities/Resources in Instructor's Guide

List questions for evaluating upholstered furniture.

WORDS YOU SHOULD KNOW	
hem	a finished edge made by folding or rolling back an edge, then fastening it down
pleat	a fold in cloth, creased or uncreased, made by doubling the material over onto itself and securing it in place

- Cushions fit snugly?
- Decorative details are well-designed to add individuality and quality?
- Fabric is cut and placed so weave or grain lines are even and matched?
- Hems and pleats are even and hang straight?
- Quality fabric is used in all areas?
- Welting (cording) is smooth, straight, and fully-stitched?

OBJECTIVE 8

Required/Optional Activities/Resources in Instructor's Guide

Match upholstery fabrics to their descriptions.

☑ **NOTE:** In general, upholstery fabrics should be comfortable, closely-woven, long-wearing, attractive, and resistant to soil and stains.

WORDS YOU SHOULD KNOW	
synthetic	produced by artificial processes; something produced by synthesis (such as chemical synthesis) instead of by natural means

- **brocade** — smooth, firmly-woven fabric, threads can catch and snag easily
- **chintz** — smooth, firmly-woven fabric
- **cotton** — natural fiber, wears well when firmly woven, can be blended with polyester or acrylic fibers, may be treated to resist spots and stains

- **leather** — durable, attractive, very expensive, requires special care
- **synthetic (nylon, rayon)** — synthetic fiber, superior strength, resists snags and abrasions, resistant to stains, easy to clean
- **tapestry** — woven, intricate pattern, heavy, durable, expensive
- **velvet** — pile weave, shows wear quickly
- **vinyl** — sturdy, easily cleaned, can look like leather but is less expensive, popular for areas that receive hard use
- **wool** — natural fiber, warmest of all fibers, firm weaves resist snags, should have mothproof finish, is usually expensive

OBJECTIVE 9

Required/Optional Activities/Resources in Instructor's Guide

Select from a list guidelines for choosing accessories.

- Add accessories that provide material variety in decor.
- Arrange accessories so that those used near each other have something in common.
- Choose items that reflect personal interests and tastes.
- Complement with accessories, but do not let them dominate.
- Use accessories to add line, form, and color.
- Use items that serve decorative or functional purposes.

  EXAMPLE: Ceiling fan
- Use accessories to provide light and shadows.
- Use accessories to provide balance, rhythm, and emphasis.
- Use accessories that blend with the design of the room.

OBJECTIVE 10

Required/Optional Activities/Resources in Instructor's Guide

List the functions of lighting.

- Adds comfort
- Affects the beauty and efficiency of a home

- Allows persons to perform specific tasks using appropriate lighting

  ☑ **NOTE:** Appropriate lighting can help prevent eyestrain.

- Emphasizes decorative features
- Enhances the interior by creating moods to match the decor
- Provides safety, convenience, and security
- Supplements natural daylight

OBJECTIVE 11

Required/Optional Activities/Resources in Instructor's Guide

Select from a list the effects of natural light on color schemes.

☑ **NOTE:** Light from the north gives a feeling of coolness. South or west light gives a warm feeling. Eastern light is warmer than northern light, but cooler than that from the south or west.

- Gives objects warm and enhanced tones
- Makes colors seem crisper and brighter
- Produces shadows and glares when too strong
- Produces a feeling of well-being

OBJECTIVE 12

Required/Optional Activities/Resources in Instructor's Guide

Distinguish among electronic, fluorescent, and incandescent light bulbs.

WORDS YOU SHOULD KNOW	
watt	a unit of power, named after James Watt, a Scottish inventor and engineer
disperse	to make something break up and go in different directions; scatter
electrode	a conductor used to create electrical contact with the non-metal part of a circuit
filament	a very fine metal wire

Electronic (E-lamp)

- Can last from 10 to 20 years
- Can generate up to 150 watts of power
- Fits most light sockets
- Lifespan of 15,000 to 20,000 hours
- Relatively high purchase price
- Uses a magnetic coil that generates a radio signal, which mixes with the same gas used in fluorescent bulbs to form a plasm, which makes a phosphorus coating on the inside of the glass glow
- Uses one-fourth of the energy of incandescent bulbs

Fluorescent

- Color of the light can be altered by the type of coating in the tube
- Disperses light over large areas and causes less glare
- Light is often considered cold and unflattering
- More expensive to install and replace than incandescent bulbs
- Produces about four times as much light as an incandescent bulb with the same wattage
- Requires less energy to operate and lasts as much as seven times longer than incandescent bulbs
- Tubes may be straight, circular, or U-shaped
- Uses electrodes to make gases inside the bulb glow

Incandescent

- Available in many different shapes, sizes, colors, wattages
- Creates the most heat
- Fits in standard light sockets
- Has a filament that glows when electricity passes through it
- Intensity of the light is determined by the size, wattage, shape, and bulb surface treatment
- Least expensive bulb to install and replace
- Lifespan of 750 to 1,500 hours
- Light is flattering to skin tones
- Uses the most electricity and is most expensive to operate

OBJECTIVE 13

Required Activities/
Resources in Instructor's
Guide

List considerations in choosing lamps and lamp shades.

WORDS YOU SHOULD KNOW

harmonize	to become related in a pleasing way; to blend
opaque	something that does not reflect or give off light
translucent	partly transparent

- Colors and textures of lamps and shades should *harmonize* with room design and scheme.
- Lamps need to have heavy, stable *bases*.
- Lamps should be chosen to fit the *function* they will serve.
- Opaque shades confine light to a small area, providing local lighting for reading or conversation.
- Translucent shades allow some light to pass through, providing general lighting.

OBJECTIVES 14-19

Complete Assignment Sheets 1-6.

ASSIGNMENT SHEET 1

SELECTING FURNITURE AND ACCESSORIES

7

Name ______________________________ Score __________

OBJECTIVE 14 **Create a short-term and long-term plan for home furnishings.**

INSTRUCTIONS

Assuming that you will be moving into a college dormitory, apartment, or house of your own within the next few years, it is a good time to begin thinking about future furniture needs. Under Part 1, answer the questions based on your short-term (1-5 years) furniture needs. Under Part 2, answer based on your long-term plan for home furnishings.

Reading Comprehension
- Gain factual information
- Draw conclusions

Functional Reading
- Follow written instructions

Operation and Calculation
- Calculate with whole numbers

Functional Math
- Prepare a budget

Cognitive Activities
- Select an alternative

Part 1 — Short-term furniture needs

1. Projected living environment: ______________________________

2. Projected budget: ______________________________

3. Short-term furniture needs and approximate cost of each item:

Item	Cost

4. Will your budget meet the furniture needs identified? __________

5. If you answered "no" to the above question, what alternatives might you choose in order to stay within your furniture budget?

____

____

____

____

Part 2 — Long-term furniture needs

1. Projected living environment: ____________________

2. Projected budget: ____________________

3. Long-term furniture needs and approximate cost of each item:

Item	Cost

4. Will your budget meet the furniture needs identified? ________

5. If you answered "no" to the above question, what alternatives might you choose in order to stay within your furniture budget?

____

____

____

____

ASSIGNMENT SHEET 2

SELECTING FURNITURE AND ACCESSORIES

7

Name ______________________________ Score __________

OBJECTIVE 15 **Compare quality features of case goods.**

INSTRUCTIONS

Using the checklist below and the information provided in this unit and your text readings, compare the features of two separate case good items. These items should be similar, e.g., chest of drawers or triple dresser. You may compare items in your home, in a furniture store, or in a friend's or relative's home to complete the Assignment Sheet.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Collect/record information
- Draw conclusions
- Evaluate alternatives
- Select an alternative

Part 1

Case goods compared: (Item 1) __________ (Item 2) __________
Approximate cost of Item 1: ______________________________
Approximate cost of Item 2: ______________________________

ITEM 1 **ITEM 2**

1. What kind(s) of wood and/or boards were used to make the item?

   Item 1:

   ____

   Item 2:

   ____

2. What kind of joints were used?

   Item 1:

   ____

   Item 2:

   ____

____ ____ 3. Were the joints reinforced for added strength?

____ ____ 4. Were center drawer guides used?

____ ____ 5. Did drawers have sanded and sealed interiors?

____ ____ 6. Were drawer bottoms durable and held securely in grooves?

____ ____ 7. Were there durable dust panels between drawers?

____ ____ 8. Was the back piece strong and joined firmly to the side pieces?

____ ____ 9. Did the item have a smooth finish with no rough spots or bubbles?

____ ____ 10. Were doors and drawers easy to open and close?

11. What additional quality features did you observe?

____

____

Part 2

Which case good item would you choose? Explain your answer.

____

____

____

____

____

____

____

____

____

____

ASSIGNMENT SHEET 3

SELECTING FURNITURE AND ACCESSORIES

7

Name ______________________ Score __________

OBJECTIVE 16

Compare quality features of upholstered furniture.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Collect/record information
- Draw conclusions
- Evaluate alternatives
- Select an alternative

Using the checklist below and the information provided in this unit and your text readings, compare the features of two separate upholstered furniture items. These items should be similar, e.g., couches or chairs. You may compare items in your home, in a furniture store, or in a friend's or relative's home to complete the Assignment Sheet.

Part 1

Upholstered furniture compared:
(Item 1) ______________ (Item 2) ______________
Approximate cost of Item 1: ______________
Approximate cost of Item 2: ______________

ITEM 1 ITEM 2

EXTERIOR QUALITIES

1. What type of fabric was used?

Item 1:

____

Item 2:

____

2. Was this fabric finish an appropriate choice for this particular item? Why or why not?

Item 1:

____

Item 2:

____

____ ____ 3. If wood used, was finish smooth and a desirable color?

____ ____ 4. Was the grain of the fabric straight?

____ ____ 5. Were pleats or hems even and did they hang straight?

____ ____ 6. If patterned fabric used, did plaid, striped, and/or patterned fabric match accurately?

____ ____ 7. Was the cording or welting smooth, straight, and firmly stitched?

____ ____ 8. Did the cushions fit snugly into seat corners and with adjoining cushions?

____ ____ 9. Were all zippers hidden?

____ ____ 10. Were furniture backs as well finished with the same quality fabric as the front?

INTERIOR QUALITIES

____ ____ 11. Was the frame sturdy and not wobbly?

____ ____ 12. Did furniture labels indicate what filling materials were used?

____ ____ 13. Were cushioning materials comfortable and shaped to fit the body?

____ ____ 14. Did the cushion allow a person to come to a gradual, *not* sudden stop when sitting down?

____ ____ 15. Did cushions depress and slowly return to their original shape?

____ ____ 16. Were use and care instructions provided?

17. What additional quality features did you observe?

____

____

Part 2

Which upholstered item would you choose? Explain your answer.

ASSIGNMENT SHEET 4

SELECTING FURNITURE AND ACCESSORIES

7

Name ______________________________ Score __________

OBJECTIVE 17

Design a wall grouping.

INSTRUCTIONS

Research and Reference
- Locate resources

Cognitive Activities
- Create a finished product

- Choose a picture of a wall grouping.
- Apply the guidelines for choosing accessories, as well as the elements and principles of design, as you critique the wall grouping.
- Explain the elements and principles of design that are evident. Would you change the grouping? If so, how and why?
- Attach your picture to this Assignment Sheet.

ASSIGNMENT SHEET 5

SELECTING FURNITURE AND ACCESSORIES

7

Name ______________________________ Score __________

OBJECTIVE 18

Evaluate a home lighting plan.

INSTRUCTIONS

- Using the information provided in this unit and the questions below, evaluate the lighting in the home in which you live.
- Use additional paper if needed.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Draw conclusions
- Select an alternative

Room 1 - Kitchen

- Types of lighting present:

____

____

- Does the lighting meet the needs of the occupants and the function of the room? Explain your answer.

____

____

- What types of lighting fixtures might improve the lighting in the room?

____

____

Room 2 - Bedroom

- Types of lighting present:
- Does the lighting meet the needs of the occupants and the function of the room? Explain your answer.
- What types of lighting fixtures might improve the lighting in the room?

Room 3 - Living Area

- Types of lighting present:
- Does the lighting meet the needs of the occupants and the function of the room? Explain your answer.
- What types of lighting fixtures might improve the lighting in the room?

Room 4 - Bath

- Types of lighting present:

____

____

- Does the lighting meet the needs of the occupants and the function of the room? Explain your answer.

____

____

- What types of lighting fixtures might improve the lighting in the room?

____

____

Room 5 - Halls, entryways, stairways

- Types of lighting present:

____

____

- Does the lighting meet the needs of the occupants and the function of the room? Explain your answer.

____

____

- What types of lighting fixtures might improve the lighting in the room?

____

____

ASSIGNMENT SHEET 6

SELECTING FURNITURE AND ACCESSORIES

7

Name ______________________ Score __________

OBJECTIVE 19 **Determine the cost of furnishing a room.**

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources

Operation and Calculation
- Calculate with whole numbers

Functional Math
- Prepare a budget

- Given the two rooms and budgets below, determine the items you would purchase if you were the designer furnishing these rooms for a client.
- On additional sheets of paper, attach pictures from books and/or magazines to show and identify your choices. List the actual (or approximate) price of each item, identify where the item might be purchased, and explain your choices.

☑ **NOTE:** Assume that wall, window, and floor treatments have already been chosen and purchased. The budgeted amount is to be spent only on the furnishings.

Part 1

1. Living room/den with a budget of $1,000
2. Living room/den with a budget of $3,000

Part 2

1. Bedroom with a budget of $750
2. Bedroom with a budget of $2,500

OBJECTIVE SHEET

SELECTING APPLIANCES

8

INTRODUCTION

Appliances perform specific jobs. Some appliances are necessary items, while others offer convenience. However, appliances can also contribute to interior design. They are available in a variety of colors, textures, and styles. The choices available allow consumers to select appliances for their contribution to home furnishing plans, as well as for their functions. Changes and trends continue to influence the design and function of appliances. As with furniture and accessories, appliances should be selected with care and planning. Major appliances are significant purchases and must be considered carefully.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read about household appliances. Use your textbooks, reference book, magazines, or other resources.
WRITING:	Write a one-page essay over the information read. Discuss the types of appliances available, their purposes and features, trends in appliance design, and interior design and purchase considerations.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. List features of appliances.
2. List guidelines for selecting and purchasing appliances.
3. Interpret EnergyGuide labels.

4. Distinguish among seals of approval, warranties, and guarantees.
5. Compare options for financing major appliances.
6. List product information to record or file for reference.
7. Interpret a warranty and a guarantee. (Assignment Sheet 1)
8. Compare appliances. (Assignment Sheet 2)
9. Write a letter of complaint. (Assignment Sheet 3)

INFORMATION SHEET

SELECTING APPLIANCES

8

OBJECTIVE 1

Required/Optional Activities/Resources in Instructor's Guide

List features of appliances.

WORDS YOU SHOULD KNOW	
aesthetic	beautiful; artistic; dealing with what is beautiful

Aesthetic features

- Color
- Line and design
- Surface texture

Functional features

- Controls—heat, moisture, noise
- Energy efficiency
- Insulation
- Options

OBJECTIVE 2

Required/Optional Activities/Resources in Instructor's Guide

List guidelines for selecting and purchasing appliances.

☑ **NOTE:** Careful planning and selecting can help you choose the appliances that best fit personal needs and budgets.

- Check the reputation of the dealer.
- Make sure appliances carry the UL (Underwriter's Laboratory) seal indicating they have met minimum standards of safety.

  ☑ **NOTE:** The UL seal indicates that the appliance has been factory-inspected, and ensures that it was manufactured according to safety standards.

- Consider the advantages and disadvantages of purchasing new and used appliances.
- Consider the physical abilities of the people who will be using the appliance.
- Compare costs, features, and energy efficiency of various models.
- File all instruction sheets and fill out and return warranty cards.
- Identify appliance needs and set priorities.
- Inquire about delivery, installation, warranties, and service availability and costs.
- Know the connections required for proper use.
- Measure doors, entryways, and spaces in which appliances must fit.
- Operate the appliance *before* the installers leave.

OBJECTIVE 3

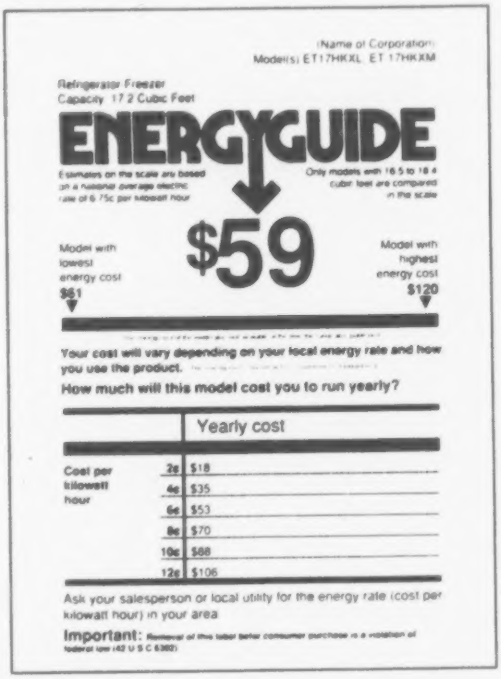
Required/Optional Activities/Resources in Instructor's Guide

Interpret EnergyGuide labels.

- Describes the appliance by its type, capacity, model(s), and other identifiers. (Figure 1)
- States the estimated yearly energy cost of the specific model, compared with the model having the lowest energy costs and the model having the highest energy costs.

  ☑ **NOTE:** The EnergyGuide label helps consumers compare appliances in terms of the estimated costs of operating the appliance for one year.

FIGURE 1



(Name of Corporation)
Model(s) ET17HKXL ET 17HKXM

Refrigerator Freezer
Capacity 17.2 Cubic Feet

ENERGYGUIDE

Estimates on the scale are based on a national average electric rate of 6.75¢ per kilowatt hour

Only models with 16.5 to 18.4 cubic feet are compared in the scale

$59

Model with lowest energy cost $61

Model with highest energy cost $120

Your cost will vary depending on your local energy rate and how you use the product.

How much will this model cost you to run yearly?

		Yearly cost
Cost per kilowatt hour	2¢	$18
	4¢	$35
	6¢	$53
	8¢	$70
	10¢	$88
	12¢	$106

Ask your salesperson or local utility for the energy rate (cost per kilowatt hour) in your area

Important: Removal of this label before consumer purchase is a violation of federal law (42 U.S.C. 6302)

- Identifies the estimated yearly operating cost of the model, based on national average energy rates (cost per kilowatt hour).

  ☑ **NOTE:** The energy rates in each area are usually shown on a consumer's utility bill. If not, one can calculate the rate by dividing the amount owed by the amount of energy used. This will give the energy rate in that area, which can be used to identify the nearest estimated yearly operating cost on the EnergyGuide label.

OBJECTIVE 4

Required/Optional Activities/Resources in Instructor's Guide

Distinguish among seals of approval, warranties, and guarantees.

☑ **NOTE:** Each of the following are types of written commitments from the manufacturer to the consumer.

- **guarantee** – promise that a product or service is exactly as stated or advertised
- **seal of approval** – promise that new products have met safety standards

  EXAMPLE: Underwriter's Laboratory seal, American Gas Association seal, Good Housekeeping seal
- **warranty** – promise that an item will be replaced or repaired if it does not function properly

OBJECTIVE 5

Required/Optional Activities/Resources in Instructor's Guide

Compare options for financing major appliances.

☑ **NOTE:** Major appliance are generally quite expensive. The need to purchase an appliance can alter a person's budget substantially.

- **cash** – pay the total amount due at the time of purchase
- **in-store credit** – purchase the item over an extended period, paying an interest charge to the store
- **rent** – pay a set monthly charge to use the appliance
- **rent-to-own** – pay a down payment plus a monthly fee which applies to the purchase price of the item

- **loan** – purchase the item by adding the cost to a home loan or take out a bank loan, paying an interest charge to the lender
- **charge** – purchase the item using a credit card, paying the total amount due plus interest charges to the credit source

OBJECTIVE 6

Required/Optional Activities/Resources in Instructor's Guide

List product information to record or file for reference.

- Copy of guarantee
- Copies of warranty cards

  ☑ **NOTE:** Consumers should make a copy of the warranty card before mailing in the original to the manufacturer. The copy should then be filed with other product records.

- Credit contracts
- Date of purchase
- Instruction sheets or booklets
- Name and telephone number of the store where the item was purchased
- Name of salesperson
- Sales receipt

OBJECTIVES 7-9

Complete Assignment Sheets 1-3.

ASSIGNMENT SHEET 1

SELECTING APPLIANCES

8

Name ______________________________ Score __________

OBJECTIVE 7

Interpret a warranty and a guarantee.

INTRODUCTION

A warranty is a promise that an item will be replaced or repaired by the manufacturer if it does not function properly. A guarantee is a promise that a product or service is exactly as stated or advertised. By taking a close look at a warranty and a guarantee, you will have a good idea of what you can expect from the manufacturer if something should go wrong with a newly-purchased appliance.

INSTRUCTIONS

Reading Comprehension
- Gain factual information
- React to written material

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Part 1

- Read the warranty below and answer the questions that follow.

▸ WARRANTY ◂

ABC AUTOMATIC DRYERS PURCHASED FROM FRANCHISED ABC DEALERS ARE WARRANTED BY THE ABC COMPANY AS FOLLOWS:

LABOR WARRANTY

For ONE (1) YEAR from the date of original retail purchase, the ABC Company warrants that any labor required to repair or replace a part which fails as the result of normal home use will be provided without charge to the owner by the franchised ABC dealer from whom the appliance was purchased when the appliance is located within the United States or Canada.

PARTS WARRANTY

I. **Two-Year parts warranty on complete automatic dryer:**

For TWO (2) YEARS from the date of original retail purchase, the ABC Company warrants that any part which fails as the result of normal home use will be repaired or replaced without charge to the owner for the part by the franchised ABC dealer from whom the appliance was purchased, with the owner paying the cost of labor after the first year.

II. **Five-Year parts warranty on cabinet against rust:**

For FIVE (5) YEARS from the date of original retail purchase, the ABC Company warrants that any cabinet which rusts will be repaired or replaced without charge to the owner for the cabinet by the franchised ABC dealer from whom the appliance was purchased, with the owner paying the cost of labor after the first year.

THE LABOR OR PARTS WARRANTY IS AVAILABLE TO OWNERS

(1) From the franchised ABC dealer from whom the appliance was purchased if the owner still resides within the selling dealer's servicing area or if the owner did not reside in that area at the time of purchase; or

(2) If the owner has moved from the selling dealer's servicing area, by contacting any franchised ABC dealer in or near the new location.

Should the owner not receive the labor or parts in following (1) or (2), contact the Service Department, The ABC Company, 123 Main Street, Anytown, Oklahoma 74000, and the Company will make the appropriate arrangements for warranty service.

\\\\\\\\ THE ABC COMPANY/ANYTOWN, USA ////

---

1. By whom is the appliance warranted?

____

2. For how long is labor under warranty?

____

3. For how long are parts under warranty?

____

4. Under what conditions are parts covered under the warranty?

____

5. Against what does the appliance have a five-year warranty?

____

6. From whom can the appliance owner receive the labor or parts covered under the warranty?

____

7. Should the owner not be able to receive labor or parts from one of the above-mentioned locations, whom should he or she contact for further assistance?

____

Part 2

Locate a written guarantee that a company or manufacturer has made about an appliance. The guarantee may be printed in a newspaper advertisement, provided with the warranty, or provided by a sales representative. Attach a copy of the guarantee and explain in writing exactly what is being guaranteed. Discuss the terminology, any disclaimers, and potential benefits and/or problems.

ASSIGNMENT SHEET 2

SELECTING APPLIANCES

8

Name ______________________ Score __________

OBJECTIVE 8

Compare appliances.

INTRODUCTION

By comparing appliances, you can get a good idea of how much money you must spend in order to get the kind and quality of appliance you want.

INSTRUCTIONS

- Identify one appliance in which you are interested or would like to own.
- Visit a local appliance store or use a mail-order catalog to obtain information for a comparison of two similar appliance models and report your findings in the spaces that follow.

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Analyze/synthesize information
- Draw conclusions
- Select an alternative

Part 1

APPLIANCE 1

Kind of appliance ______________________

Brand ______________________

Size ______________________

Store or source of information ______________________

1. What features does this appliance have?

____

2. What do you know about the reputation of the dealer?

____

3. Does the appliance carry the UL (Underwriter's Laboratory) seal indicating they have met minimum standards of safety?

____

4. Considering the advantages and disadvantages of purchasing new or used appliances, would buying a used model be a wise option? Why or why not?

5. Is the appliance designed for varied abilities of users? How?

6. How much does the appliance cost?

7. What special features does the appliance have?

8. Are instructions and a warranty provided?

9. Will this appliance satisfy a household "need" or a "want"?

10. Are delivery, installation, and service available? If so, at what cost?

11. What connections will be required for proper use?

12. What information does the EnergyGuide Label provide?

13. What options for financing are available?

14. Is this appliance rated by a consumer advocacy magazine? How well?

APPLIANCE 2

Kind of appliance ______________________________

Brand ______________________________

Size ______________________________

Store or source of information ______________________________

1. What features does this appliance have?

____

2. What do you know about the reputation of the dealer?

____

3. Does the appliance carry the UL (Underwriter's Laboratory) seal indicating they have met minimum standards of safety?

____

4. Considering the advantages and disadvantages of purchasing new or used appliances, would buying a used model be a wise option? Why or why not?

____

5. Is the appliance designed for varied abilities of users? How?

____

6. How much does the appliance cost?

____

7. What special features does the appliance have?

____

8. Are instructions and a warranty provided?

____

9. Will this appliance satisfy a household "need" or a "want" ?

10. Are delivery, installation, and service available? If so, at what cost?

11. What connections will be required for proper use?

12. What information does the EnergyGuide Label provide?

13. What options for financing are available?

14. Is this appliance rated by a consumer advocacy magazine? How well?

Part 2

Which appliance would you choose? Give a brief explanation of your answer.

ASSIGNMENT SHEET 3

SELECTING APPLIANCES

Name ______________________ Score __________

OBJECTIVE 9 **Write a letter of complaint.**

INTRODUCTION

A consumer has the right to expect quality products and services at fair prices. If something goes wrong, a consumer should try to resolve the problem first by talking to the salesperson who sold the consumer the product or service, or by talking to the company's local consumer representative. If this fails to resolve the problem, the consumer should write a letter of complaint (also called a *letter of redress*) to the company. The consumer is also responsible for using appliances properly and safely.

Where to write

For company and brand name information, a consumer should check references in a public library. References with company and brand name information include:

- *Standard & Poor's Register of Corporations, Directors and Executives*
- *Standard Dictionary of Advertising, Mass Media, and Marketing*
- *Thomas Register of American Manufacturers*
- *Brand Name Directory*
- *National Fax Directory*
- *Consumer's Resource Handbook*
- *The National Directory of Addresses and Telephone Numbers*

What to write

In writing a letter of complaint, the consumer should:

- Include his or her name, address, home and work telephone numbers, and account number if appropriate.

- Make the letter brief and to the point.
- Give as much specific information as possible about the purchase of the product and/or service.

  EXAMPLES: Date and place purchase was made, serial or model number of product, catalog numbers, order numbers
- If the consumer is writing to complain about a service, he or she should describe the service and how it was performed.
- State what should be done about the problem and how long he or she is willing to wait for the correction to be made.
- Include copies (not originals) of all documents regarding the problem.

  EXAMPLES: Sales receipts, repair orders, warranties, canceled checks, contracts
- List steps already taken to solve the problem.
- Make sure the letter is neat and easy to read.
- Be polite but firm.
- Keep a copy of all letters sent to and from the company.
- Make sure the mailing envelope shows the consumer's name and address and the company's address.

INSTRUCTIONS

Functional Reading
- Follow written instructions
- Read aloud

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Functional Writing
- Write letters

- Using your own paper, write a letter of complaint about one of the following situations.
- Proper use of letter styles, grammar, and punctuation will be evaluated. Also, make sure your letter includes all necessary information. (See the "Sample Letter.")
- Address the letter to:

  Carla Contact
  Consumer Relations Representative
  Performance Appliance Corporation
  100 Appliance Lane
  Anytown, USA 74000
- Read your letter to the class, as directed by your instructor.

(Your Address)
(Your City, State, ZIP Code)
(Date)

(Name of Contact Person)
(Title)
(Company Name)
(Street Address)
(City, State, ZIP Code)

Dear (Contact Person):

On (date), I purchased (or had repaired) a (name of the product with serial or model number or service performed). I made this purchase at (location, date, and other important details of the transaction).

Unfortunately, your product (or service) has not performed well (or the service was inadequate) because (state the problem).

To resolve the problem, I would appreciate your (state the specific action you want). Enclosed are copies (copies-NOT originals) of my records (receipts, guarantees, warranties, canceled checks, contracts, model and serial numbers, and any other documents).

I look forward to your reply and a resolution to my problem, and will wait (set time limit) before seeking third-party assistance. Please contact me at the above address or by phone at (home and office numbers-with area codes).

Sincerely,

(Your signature)

(Your name)
(Your account number)

From *Consumer's Resource Handbook.*

SITUATIONS

1. You purchased a new refrigerator on May 9 of this year at the Appliance Mart store in your town. Three weeks later, the ice-maker on your Model LHG-00703 stopped working. After taking the refrigerator back to Appliance Mart, the store replaced a part in the ice-maker at no cost to you, as stated in the warranty. However, the ice-maker stopped working twice more since the replacement part was installed. Each time, you had to borrow a friend's truck to haul the refrigerator back to the dealer, a distance of 15 miles one-way. Now, with the ice-maker working, the refrigerator seems to have problems keeping things cold. Since you still have a receipt, you would like to return the refrigerator for another one of equal value.

2. One of the burners on your new Model XLT 5000 kitchen range will not heat. This was the case from the moment the range was delivered and installed by Grant's Kitchens, an authorized dealer for Performance Appliance Corporation. Grant's Kitchens promised to return and install a new burner the next day; in fact, they did not return for six working days. The new burner worked for a week before it, too, failed to heat. After calling Grant's three times, and sending a letter to the manager, the manager calls and promises to replace the failed burner "as soon as possible." She indicates that this may mean two months, since the component is currently "out of stock." You are not satisfied with this response. The warranty from Performance allows for the component to be replaced free of charge, including labor, and further provides for customer redress directly to Performance Appliance Corporation in the event of unsatisfactory service by a dealer. You want the product manufacturer, Performance, to replace the burner within two weeks; if this is not possible, then you plan to return the appliance to Grant's for a full refund. You are sending a copy of the sales receipt and your letter to Grant's with your letter to Performance.

3. The guarantee on your new dishwasher states that, should you have to rewash any item after it has been washed by the dishwasher (not including water spots), you may return the appliance directly to Performance for a full refund. Since buying the Model 750 three weeks ago at Discount City appliance store, you have had to rewash, by hand, at least five items from every load. The dishwasher just will not adequately remove caked-on food. You have been very satisfied with other appliances from Performance, but not with this dishwasher. You want to make arrangements for the appliance to be retrieved by the manufacturer (Performance) anytime this week. As required by the guarantee, you are sending a copy of your sales receipt, along with a short explanation of the problem.

OBJECTIVE SHEET

PLANNING FOR SAFETY AND SECURITY

9

INTRODUCTION

One of the basic human needs satisfied by housing is the need for shelter or protection. However, a house, apartment, mobile home, or other type of housing can be a dangerous place for children and adults. Home safety and security can be maintained by recognizing potential dangers and taking measures to prevent them.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read about home safety and security. Use your textbook, reference book, magazines, or other resources.
WRITING:	Write a one-page essay over home safety and security. Include a discussion of the factors affecting safety and security in the home, and the importance of planning for a safe and secure home.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. List common safety and security concerns related to housing.
2. Name methods for childproofing a home.
3. Identify the location of fire extinguishers for minimum safety.
4. Match the basic classes of fires to examples of each class.
5. List in order the basic steps for using a fire extinguisher.
6. Define primary and secondary escape routes.

7. List ways to improve home security.
8. Answer questions about preventing accidents at home.
9. Determine classes of fires. (Assignment Sheet 1)
10. Plan escape routes. (Assignment Sheet 2)
11. Evaluate home safety and security. (Assignment Sheet 3)

INFORMATION SHEET

PLANNING FOR SAFETY AND SECURITY

9

OBJECTIVE 1

Required Activities/ Resources in Instructor's Guide

List common safety and security concerns related to housing.

☑ **NOTE:** In order to guarantee a home is safe both inside and outside, homeowners must be aware of defects or hazards that can lead to injury.

- Electrical shock
- Falls
- Fire
- Gas leaks
- Intruders
- Outdoor hazards
- Poisons
- Theft
- Ventilation
- Water hazards

OBJECTIVE 2

Required/Optional Activities/Resources in Instructor's Guide

Name methods for childproofing a home.

☑ **NOTE:** Childproofing the family environment means adults and older siblings must be responsible for the dangerous things in the home that could harm a child. Adults need to be one step ahead of their children's development in preparing safe and healthy living conditions. No safety check can replace the need for close supervision.

- Cover electrical outlets with child protection plugs.

- Do not let children blow up balloons or put balloons in their mouths.

⚠ **CAUTION:** Adults should supervise balloon play. Balloons are easily swallowed and can result in choking or stoppage of air flow. Be alert to the fact that balloons can be dangerous toys.

- Install childproof toilet lid locks on commodes.

- Install restraining gates at the tops and bottoms of all stairs in the house.

- Keep alcoholic beverages, medications, and cleaning products locked in cabinets and out of the reach of children.

- Keep all glass bottles out of the reach of children.

  ☑ **NOTE:** Buy products in plastic containers instead of glass, if possible.

- Keep small objects out of the reach of babies, especially things that can be put in the eyes, ears, nose, and/or mouth.

  ☑ **NOTE:** A suggested toy safety guideline is to be certain toys are *at least twice the size* of a baby's mouth.

- Knot or tie-up cords on all draperies, venetian blinds, and electrical appliances.

  ☑ **NOTE:** Children can wrap cords around their necks and accidentally choke to death.

- Never allow babies to lie or play around open heaters, fireplaces, or floor furnaces.

- Stow garbage under the sink or in the garage in cans with secure lids.

- Throw away broken toys or objects lying around the house.

OBJECTIVE 3

Required/Optional
Activities/Resources
in Instructor's Guide

Identify the location of fire extinguishers for minimum safety.

CAUTION: A battery-operated smoke detector is an inexpensive and easy-to-install life-saver. Smoke and fire alarms can detect smoldering fires as well as flames from fires. Some will light the path when activated. When it detects a fire, an alarm or buzzer sounds to alert residents of the possibility of danger. Place smoke detectors as close to the center of the ceiling as possible, or wall-mount detectors between four and six inches from the ceiling. Always read and install smoke detectors according to the manufacturer's directions. Test smoke detectors every month and change batteries at least once a year (on a date that you can easily remember, such as your birthday). Homeowners should consider the use of additional smoke detectors for increased protection. Hearing-impaired individuals will not be able to hear the alarm of a regular smoke detector. Special-purpose detectors that use lights or motion devices should be installed for the safety of those who are hard of hearing.

- In every room that poses a potential fire hazard

  EXAMPLES: Kitchen, garage, workshop, bedroom of smoker

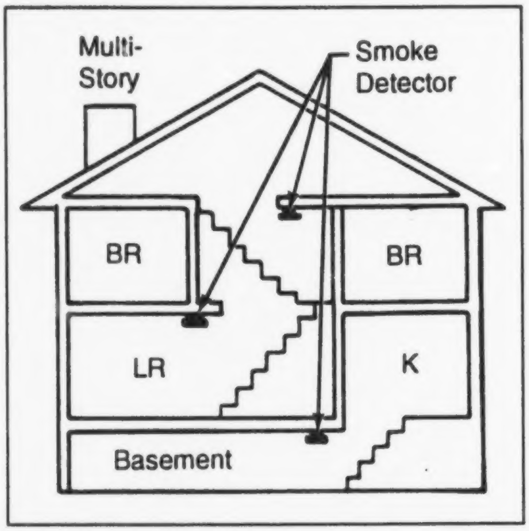
- Near exits or escape routes

  EXAMPLES: Halls, stairways

- On the wall, 3 1/2 - 5 feet above the floor
- On each level of multi-level homes, including attics and basements (Figure 1)
- In every sleeping area (Figure 2)
- Where they are easy to see and are easily accessible

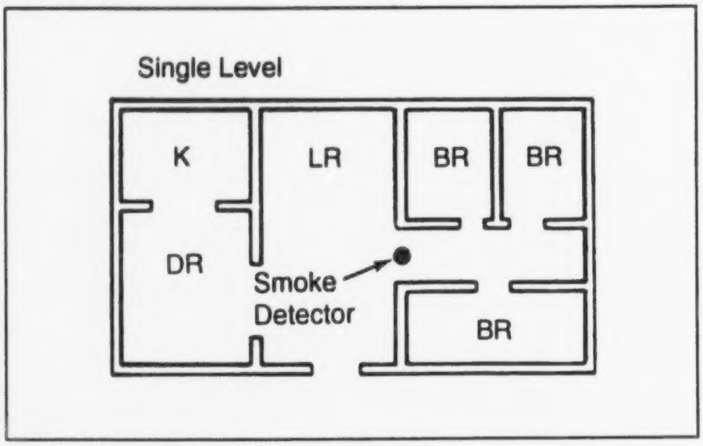
Smoke detector locations for minimum security in a multi-floor residence

FIGURE 1


Multi-
Story
Smoke
Detector
BR
BR
LR
K
Basement

Smoke detector location for minimum security in a single-floor residence

FIGURE 2


Single Level
K
LR
BR
BR
DR
Smoke
Detector
BR

OBJECTIVE 4

Required/Optional Activities/Resources in Instructor's Guide

Match the basic classes of fires to examples of each class.

WORDS YOU SHOULD KNOW	
combustible	able to burst into flames
flammable	able to be easily ignited and burn very quickly

- **CLASS A** – ordinary combustibles such as wood, paper, cloth
- **CLASS B** – flammable liquids, such as grease, gasoline, paints, and oils
- **CLASS C** – electrical equipment such as motors, switches, and computers
- **CLASS D** – combustible metals such as iron and magnesium

☑ **NOTE:** Standard letter and pictorial symbols for fire extinguishers are shown in Figures 3 and 4.

FIGURE 3

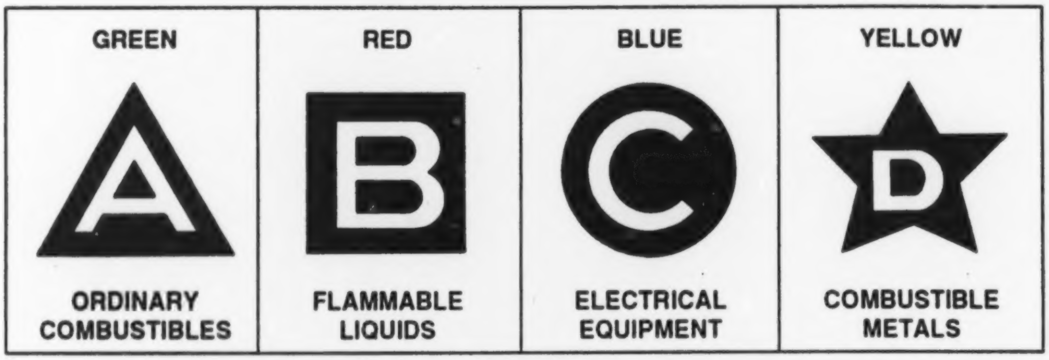
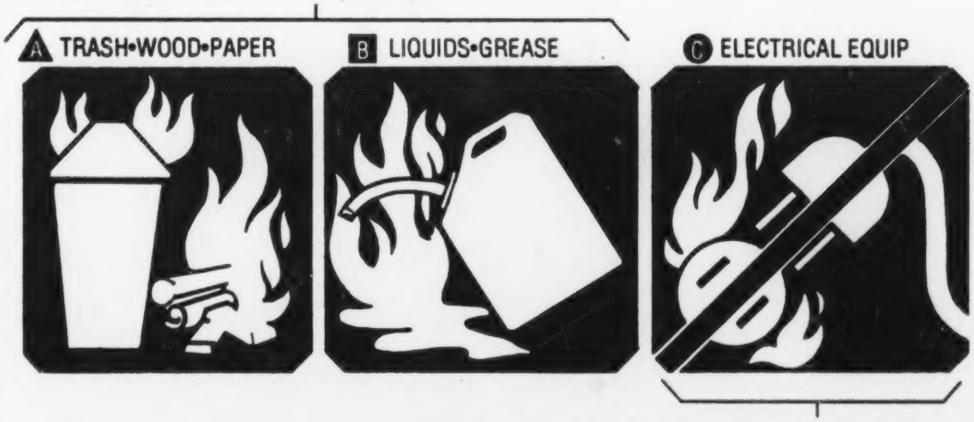

GREEN
A
ORDINARY COMBUSTIBLES
RED
B
FLAMMABLE LIQUIDS
BLUE
C
ELECTRICAL EQUIPMENT
YELLOW
D
COMBUSTIBLE METALS

FIGURE 4

Symbols with blue backgrounds indicate fire extinguisher can be used for class of fire portrayed.



Symbols with red line across a black background indicate fire extinguisher *cannot* be used for class of fire portrayed.

OBJECTIVE 5

Required/Optional Activities/Resources in Instructor's Guide

List in order the basic steps for using a fire extinguisher.

☑ **NOTE:** One should always follow the operating instructions found on the label of each extinguisher. The basic steps for using an extinguisher are similar but are not the same. Become familiar with the proper use of each type of extinguisher that may have to be used in an emergency.

1. P – PULL the pin at the top of the extinguisher that keeps the handle from being pressed. Break the plastic or thin wire inspection band.

   ☑ **NOTE:** Carry and operate the extinguisher in its upright position. Only obsolete soda-acid, foam, and cartridge-operated water extinguishers are designed to be turned upside down.

2. P – POINT the nozzle or outlet toward the fire.

   ☑ **NOTE:** Some hose assemblies are clipped to the body of the extinguisher. Release the hose assembly, then point.

3. P – PRESS the handle above the carrying handle to discharge the contents inside.

   ☑ **NOTE:** The handle can be released to stop the discharge at any time.

4. S – SWEEP the nozzle back and forth at the base of the flames to speed the extinguishing agent.

   ☑ **NOTE:** After the fire is out, look for smoldering hot spots or reflash of flammable liquids. Be sure the fire is out!

OBJECTIVE 6

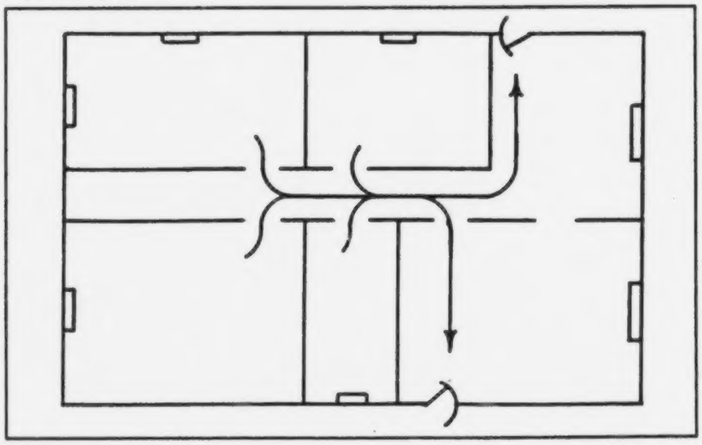
Required/Optional Activities/Resources in Instructor's Guide

Define primary and secondary escape routes.

☑ **NOTE:** For each room in a house, the occupants should have a primary and a secondary escape route planned. The escape routes should be drawn out, an outside meeting place designated, and the diagram posted so all family members will know what to do and where to go in the event of a house fire. Disabled persons should have alternative escape plans: one for when other family members are present, and one for when the disabled person is home alone.

- **Primary escape route** – Route normally taken to leave the room or home when no fire is present (Figure 5)

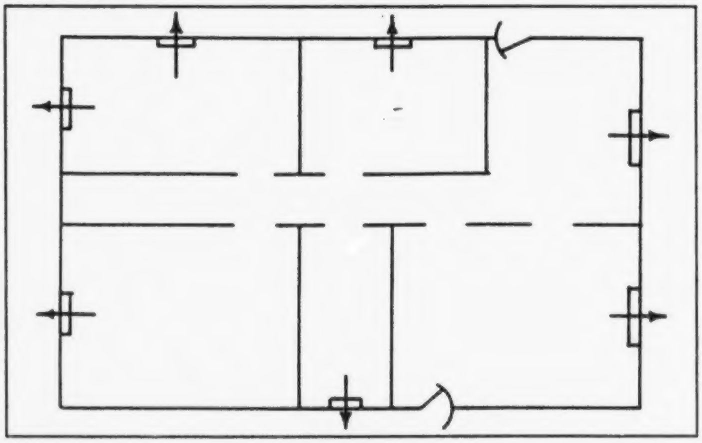
FIGURE 5



- **Secondary escape route** – Route to take if the primary route is blocked; window, back doors, stairways, fire escapes (Figure 6)

  ☑ **NOTE:** Never use an elevator in a fire.

FIGURE 6



OBJECTIVE 7

Required/Optional Activities/Resources in Instructor's Guide

List ways to improve home security.

☑ **NOTE:** Some insurance companies offer discounts for some of these features.

- Ensure door frames are strong and solid.

- Consider a watch dog.

  ☑ **NOTE:** While dogs do provide home security, they are a responsibility and require daily care. They may also be a liability.

- Install and use door peepholes.

  ☑ **NOTE:** Peepholes are small metal cylinders installed in a hole in the door. A fish-eye lens inside allows a wide-angle view of the person on the other side of the door.

- Install electronic alarm equipment that can automatically contact authorities in the event of a burglary.

- Install dead-bolt locks on all exterior doors.

- Install special locks on sliding glass doors to prevent forced sliding and/or use a thick wooden dowel or broomstick in the track of the sliding door.
- Keep doors locked.
- Make certain all exterior doors have a solid wood or metal core.
- Make certain window locks are in working condition and are locked.

CAUTION: Do not permanently secure windows in sleeping areas! In case of fire, windows are a *secondary escape route.*

- Make the home visible by trimming trees and shrubs around the house which might cover doors or windows.
- Provide lighting in parking and walkway areas.
- Provide flood lights over exterior doors.

☑ **NOTE:** These can include motion-detector lights.

OBJECTIVE 8

Required/Optional Activities/Resources in Instructor's Guide

Answer questions about preventing accidents at home.

PREVENTING ACCIDENTS WITH ELECTRICITY

- Avoid overloading electrical outlets.
- Turn appliances off before connecting or disconnecting.
- Disconnect power cords by pulling the plug, not the cord.
- Do not use equipment with frayed power cords, broken plugs, or other defects.
- Dry hands thoroughly before handling electrical equipment.

⚠ **CAUTION:** Wet hands around electrical equipment can cause a shock. Dry hands will help prevent possible electrical shock.

- Follow manufacturer's instructions when using appliances.

  ☑ **NOTE:** Make sure all appliances have the Underwriters Laboratories (UL) seal or the American Gas Association (AGA) seal guaranteeing that new products meet safety requirements.

PREVENTING ACCIDENTS WITH CHEMICALS

- Store chemicals out of the reach of children.
- Store cleaning compounds away from food storage and preparation areas, and away from cleaning and cooking utensils.

PREVENTING ACCIDENTS WITH FIRE

- Keep the proper types of fire extinguishers where they are easily accessible.
- Keep matches and lighters out of the reach of children.
- Install at least one smoke detector on every level of the building.

PREVENTING ACCIDENTS (GENERAL)

- Use the right equipment for the job and use it correctly.
- Make needed repairs.
- Reduce tripping and falling hazards.

  EXAMPLES: Make sure floors are in good repair, floor-level changes are obvious, areas are well-lighted, and items are kept off the floor.

- Keep work areas well-lighted and clean.

- Remove clutter, litter, and debris from around the home.

  ☑ **NOTE:** This can prevent fire hazards, tripping hazards, and even health hazards.

- Install handrails where needed.

  EXAMPLES: In bathrooms, on stairways

- Keep emergency numbers by the telephone.

- Get help when needed.

  EXAMPLES: Lifting heavy or awkward objects.

OBJECTIVES 9-11

Complete Assignment Sheets 1-3.

ASSIGNMENT SHEET 1

PLANNING FOR SAFETY AND SECURITY

9

Name ______________________ Score __________

OBJECTIVE 9

Determine classes of fires.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Cognitive Activities
- Select an alternative

1. Read the following scenarios.
2. In each case, determine the class of fire. Write "A" in the blank if the situation would be a Class A fire, "B" for Class B fires, and "C" for Class C fire situations.

___ 1. Marsha was working at her desk when she suddenly realized that some of her papers had blown into a burning candle and caught fire.

___ 2. On a recent camping trip, John was frying bacon over the fire when the entire skillet of bacon and bacon grease burst into flame.

___ 3. Rita thought if she took her broken lamp apart and rewired it, she could probably use it for a few more years. When she put it back together and plugged it into the electrical outlet, sparks and flames shot out of the lamp.

___ 4. Mr. Farmer was baling hay when he suddenly realized that one of the big, round bales was on fire.

___ 5. When Greta turned on her food processor, she noticed an odor and smoke coming from the motor.

___ 6. While working in the kitchen, Ted accidentally left a potholder near the burner where he was cooking spaghetti. Within seconds, the potholder was in flames.

___ 7. George was in a hurry to finish mowing the lawn, and accidentally knocked over the gas can when he filled up the tank. Gasoline spilled on the garage floor. A spark from the mower ignited the puddle of gasoline.

___ 8. Trisha was using a space heater for added warmth in her small apartment. However, she failed to be certain that the curtains were far enough away from the heater to avoid a fire. A slight breeze came in around the window and blew her curtains into the heater, causing a fabric fire.

ASSIGNMENT SHEET 2

PLANNING FOR SAFETY AND SECURITY

9

Name ______________________________ Score __________

OBJECTIVE 10

Plan escape routes.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Construct graphics and symbols

Part 1

1. Sketch the layout of each floor of your home, including windows, doors, and stairways. Using arrows and a written description, identify the *primary escape route* from each room of your home.

2. On the same copy, identify the *secondary escape route* from each room of your home.

Part 2

1. Make a copy of both plans and post them in your house. Where are they posted?

   ____

2. Discuss the escape routes with each member of your family. Does each member understand how to use the escape routes?

   ____

3. In case of fire, where is your family's *designated meeting place* outside the home and whose responsibility is it to call the fire department from outside the home?

   ____

4. Conduct a home fire drill using the primary and secondary escape routes. Ask family members to participate with you. Give a brief summary of how the escape plans worked or did not work, and how you and your family might improve the chances of surviving a house fire given the information provided in this unit.

ASSIGNMENT SHEET 3

PLANNING FOR SAFETY AND SECURITY

9

Name ____________________ Score __________

OBJECTIVE 11

Evaluate home safety and security.

INSTRUCTIONS

Using this Assignment Sheet as a guide, evaluate your home for safety and security features. Write "Y" for "yes" and "N" for "no." Answer the questions that follow.

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Collect/record information

Part 1

SAFETY

___ 1. Electrical outlets are used properly.

___ 2. Equipment with frayed power cords, broken plugs, or other defects are fixed or thrown away.

___ 3. Manufacturer's instructions are on hand for using appliances.

___ 4. At least one smoke detector has been installed on every level of the home.

___ 5. All smoke detectors are in working condition and have working batteries.

___ 6. Handrails have been installed where needed.

___ 7. Emergency phone numbers are listed and kept by the telephone.

___ 8. Hot water thermostats are set at temperatures of 95-105 degrees Fahrenheit to avoid burns and scalds.

___ 9. Fire extinguishers are kept where they are easily accessible.

___ 10. There is at least one fire extinguisher on every level of the house.

___ 11. Work areas are well-lighted and clean.

___ 12. Needed repairs have been made throughout the house.

___ 13. All appliances have the Underwriters Laboratories (UL) seal or the American Gas Association (AGA) seal.

___ 14. Clutter, litter, and debris have been removed from around the house.

___ 15. Cleaning compounds are stored away from areas of food storage and food preparation areas, and away from cleaning and cooking utensils and tools.

___ 16. Chemicals are stored out of the reach of children.

___ 17. Steps have been taken to reduce tripping and falling hazards.

___ 18. House is childproofed for the safety of young children.

___ 19. Primary and secondary escape routes have been planned and posted.

___ 20. Other safety measures taken:

____

____

SECURITY

___ 1. Door frames are strong and solid.

___ 2. Peepholes installed and used.

___ 3. Electronic alarm equipment that can automatically contact authorities in the event of a burglary installed.

___ 4. Dead-bolt locks on all exterior doors.

___ 5. Special locks on sliding glass doors and/or a thick wooden dowel or broomstick in the track of the door is installed.

___ 6. Doors kept locked.

___ 7. Exterior doors have a solid wood or metal core.

___ 8. Window locks are in working condition and are locked.

___ 9. Trees and shrubs around the house which might cover doors or windows have been trimmed.

___ 10. Parking and walkway areas are lighted.

___ 11. Flood lights are located over exterior doors.

___ 12. Other security measures taken:

Part 2

Every "No" answer on the evaluation identifies a potential safety or security hazard. Review the information obtained with a parent or guardian. Write a description of the steps you and/or your family could take to improve home safety and security.

OBJECTIVE SHEET

EXPLORING CAREERS IN HOUSING AND HOME FURNISHINGS

10

INTRODUCTION

The choice of a career is one of the most important decisions a person can make. A variety of rewarding careers is available in housing and home furnishings. However, career decisions are not easy; they are the result of careful searching and planning. One's success in finding a rewarding career will depend on the work put into the career search. By following the steps in career decision-making and using sources of occupational information, one can develop a personal career plan.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly
- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read about careers in housing and home furnishings. Use your textbook, reference book, magazines, or other resources.
WRITING:	Write a one-page essay over the information read. Provide an overview of the text information.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Identify career opportunities in housing and home furnishings.
2. Select from a list steps in making career decisions.
3. List resources needed by an entrepreneur.
4. Summarize personal interests. (Assignment Sheet 1)
5. Compare career opportunities. (Assignment Sheet 2)
6. Develop a personal career plan. (Assignment Sheet 3)

INFORMATION SHEET

EXPLORING CAREERS IN HOUSING AND HOME FURNISHINGS

10

OBJECTIVE 1

Optional Activities/ Resources in Instructor's Guide

Identify career opportunities in housing and home furnishings.

- **architect** – designs houses and buildings to meet the needs and desires of the individuals having the structure built
- **building contractor** – plans and coordinates every activity of the construction project
- **buyer** – purchases merchandise for department or furniture stores
- **computer operator** – runs the computers that design fabric, furniture, and architecture using computer graphics; computes costs, tracks inventory, analyzes sales figures, and maintains records
- **computer programmer** – develops the programs and software that provide information for computer systems
- **construction machine operator** – runs large machines safely and efficiently

  EXAMPLES: Crane, bulldozer, backhoe, forklift
- **custom sewing professional** – joins precut materials to form finished draperies, pillows, and accessories
- **drafter** – prepares clear, complete, and accurate working plans and detail drawings from rough or detailed sketches
- **floral designer** – designs and fashions floral pieces and decorations
- **home care and maintenance specialist** – performs a variety of jobs related to cleaning and caring for the maintenance of homes or offices
- **home economist** – serves as a link between the public and manufacturers or universities; tests products, demonstrates use and care of home products, answers consumer inquiries

  EXAMPLES: Cooperative Extension Service, public utilities

- **interior designer** – plans and designs artistic interiors; recommends colors, fabrics, furniture, and accessories; sketches furniture arrangements

- **landscape architect** – plans and designs development of land areas

- **paperhanger** – covers interior walls and ceilings with wallpaper or fabric

- **real estate broker** – rents, buys, and sells property to clients

- **researcher** – investigates new materials and technology available to solve problems in the building industry

- **salesperson** – displays and sells home furnishing items using detailed knowledge of merchandise

- **skilled tradesperson** – performs specific jobs involved in building a structure

  EXAMPLES: Mason, cement worker, bricklayer, carpenter, electrician, painter

- **teacher** – instructs housing courses in areas of public, private, or higher education

- **upholsterer** – repairs and rebuilds upholstered furniture using hand tools and knowledge of fabrics and upholstery methods

OBJECTIVE 2

Optional Activities/ Resources in Instructor's Guide

Select from a list steps in making career decisions.

WORDS YOU SHOULD KNOW	
aptitude	a natural talent
hobby	a favorite pursuit or interest, often enjoyed outside the occupation

- Identify and evaluate personal characteristics, aptitudes, skills, and hobbies.

- Compile a list of working conditions of personal importance.

- Research careers of interest.
- Set challenging but realistic career goals.
- State goals specifically and in writing.
- Set a time schedule for meeting goals.
- Obtain needed training and/or education.
- Pursue a position in the field of interest.

OBJECTIVE 3

List resources needed by an entrepreneur.

Optional Activities/ Resources in Instructor's Guide

WORDS YOU SHOULD KNOW	
entrepreneur	somebody who organizes, manages, owns and assumes the risks of a business
entrepreneurship	being an entrepreneur in practice

- Business contacts
- Capital (money)
- Communication skills
- Decision-making skills
- Enthusiasm
- Knowledge of subject
- Leadership ability
- Financial management skills
- Organizational skills
- Patience
- Problem-solving skills
- Self-confidence
- Self-motivation
- Time
- Willingness to risk

OBJECTIVES 4-6

Complete Assignment Sheets 1-3.

ASSIGNMENT SHEET 1

EXPLORING CAREERS IN HOUSING AND HOME FURNISHINGS

10

Name ______________________ Score __________

OBJECTIVE 4 **Summarize personal interests.**

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Oral Presentation
- Make informative presentations

Job Search/Selection
- Analyze personal occupational aptitudes/preferences

- Answer the following questions and statements about personal interests.
- Think about how these interests might relate to a career in the housing and home furnishings industry.
- Be prepared to explain your answers to your class.

1. List hobbies, interests, and clubs in which you are involved.

____

____

____

2. How might these hobbies, interests, and clubs be helpful in a career in the housing industry?

____

____

____

3. List favorite courses and preferred classes.

____

____

____

4. How might these courses relate to or provide background for a housing career?

____

____

____

5. Are you willing to continue your education after high school? In what way?

____

____

____

6. What post-high school training and/or educational opportunities are available to you?

____

____

7. Do you prefer to work indoors or outdoors?

____

8. How many hours per week are you willing to work?

____

9. Do you prefer to work with other people or by yourself?

____

10. What do your interests indicate to you about possible career choices in the housing and home furnishings industry?

____

____

____

11. List three careers in housing that are of interest to you.

____

____

____

12. Would you prefer to pursue a career outside of the housing and home furnishings industry? If so, identify the career and give your reasons for pursuing it.

____

____

____

ASSIGNMENT SHEET 2

EXPLORING CAREERS IN HOUSING AND HOME FURNISHINGS

10

Name ______________________________ Score __________

OBJECTIVE 5

Compare career opportunities.

INSTRUCTIONS

- Evaluate alternatives

- Choose two career areas in housing of interest to you.
- In Part 1, answer the questions about each career area. Resources may be found in your school or public library. (You may also want to use textbooks or personal interviews, if needed.)
- In Part 2, compare the two career areas in writing and explain your personal preference.

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Research
- Take notes

Functional Writing
- Complete forms and records

Cognitive Activities
- Select an alternative

Part 1

Career Area 1

Career Area (title and definition):

Jobs/Business Settings/Related Careers (in the Career Area):

Job Duties/Tasks/Responsibilities:

Personal Qualifications, Skills, or Talents Required:

Preparation (education, training, certification):

Education – ______________________________

Training – ______________________________

Certification(s) – ______________________________

Employment Opportunities/outlook (including salary range):

____

____

Salary Range (per year): $ ________________________

Resources Used (in addition to the videotape):

____

Career Area 2

Career Area (title and definition):

Jobs/Business Settings/Related Careers (in the Career Area):

Job Duties/Tasks/Responsibilities:

Personal Qualifications, Skills, or Talents Required:

Preparation (education, training, certification):

Education –

Training –

Certification(s) –

Employment Opportunities/outlook (including salary range):

Salary Range (per year): $

Resources Used (in addition to the videotape):

Part 2

Compare your two career areas in terms of your personal interests and goals. Discuss in writing which of the career areas you might choose, and why. Add extra pages, if needed.

ASSIGNMENT SHEET 3

EXPLORING CAREERS IN HOUSING AND HOME FURNISHINGS

10

Name ______________________________ Score __________

OBJECTIVE 6

Develop a personal career plan.

INSTRUCTIONS

- Develop your personal career plan using the form provided.
- Include additional information and/or supplemental material as needed to complete your plan.

Functional Reading
- Follow written instructions

Job Search/Selection
- Investigate employment prospects of a career field/occupation
- Investigate training requirements for a career field/occupation
- Develop personal career path

PERSONAL CAREER PLAN

Personal Characteristics, Aptitudes, Skills, and Hobbies

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Working Conditions (of personal importance)

1. ______________________________
2. ______________________________
3. ______________________________

Careers of Interest

1. ______________________________
2. ______________________________
3. ______________________________

Career Goals

1. ______________________________
2. ______________________________
3. ______________________________

Training/Education Required (for Career Goals)

____

____

____

Action Plan (for reaching Career Goals)

Steps:	*Completion Dates:*
1. ______________________________	______________
2. ______________________________	______________
3. ______________________________	______________
4. ______________________________	______________
5. ______________________________	______________
6. ______________________________	______________
7. ______________________________	______________
8. ______________________________	______________

Resources Needed (for completing the steps above):

____

____

____

____

______________________________ ______________

Your Signature Date

ORAL COMMUNICATION SKILLS

UNITS OF INSTRUCTION

UNITS OF INSTRUCTION	Oral Presentation								
	Make informative presentations	Make persuasive presentations	Present personal opinion/viewpoint	Use good speaking techniques	Select/use words effectively	Use effective body language	Present approriate appearance	Integrate audio and/or visual materials in oral presentations	Adapt presentation to specific audience
1. Planning Living Space for Human Needs									
2. Evaluating Housing Alternatives									
3. Financing Housing Alternatives									
4. Applying Elements and Principles of Interior Design									
5. Arranging Interior Spaces									
6. Designing Interior Backgrounds									
7. Selecting Furniture and Accessories									
8. Selecting Appliances									
9. Planning for Safety and Security									
10. Exploring Careers in Housing and Home Furnishings	●								
* Use this line for entering your state or local codes for graduation requirements or learner outcomes.									

UNITS OF INSTRUCTION	Listening				Interactive Communication									
	Apply active listening skills	Distinguish fact, opinion, and inference	Draw conclusions/make generalizations	Analyze/identify point of view	Give/follow oral directions	Apply questioning techniques	Conduct/receive interviews	Analyze/apply nonverbal communication	Work effectively in a group	Communicate with clients/customers/patients	Communicate with co-workers	Communicate with supervisors	Communicate with professional colleagues/associates	Apply telephone etiquette
1. Planning Living Space for Human Needs	●						●							
2. Evaluating Housing Alternatives							●							
3. Financing Housing Alternatives														
4. Applying Elements and Principles of Interior Design														
5. Arranging Interior Spaces														
6. Designing Interior Backgrounds														
7. Selecting Furniture and Accessories														
8. Selecting Appliances														
9. Planning for Safety and Security														
10. Exploring Careers in Housing and Home Furnishings														
* Use this line for entering your state or local codes for graduation requirements or learner outcomes.														

UNITS OF INSTRUCTION	General Relating								
	Investigate/apply communication process models	Analyze/apply nonverbal communication	Investigate/apply cross-cultural communication	Interact with co-workers	Interact with supervisors	Interact with clients/customers/patients	Interact with professionalcolleagues/associates	Interact with family/friends	Participate in group activities
1. Planning Living Space for Human Needs									
2. Evaluating Housing Alternatives									
3. Financing Housing Alternatives									
4. Applying Elements and Principles of Interior Design									
5. Arranging Interior Spaces									
6. Designing Interior Backgrounds									
7. Selecting Furniture and Accessories									
8. Selecting Appliances									
9. Planning for Safety and Security									
10. Exploring Careers in Housing and Home Furnishings									
* Use this line for entering your state or local codes for graduation requirements or learner outcomes.									

INTERPERSONAL OR RELATING SKILLS																										CREATIVE THINKING/ PROBLEM SOLVING SKILLS																				EM						
				Teamwork Cooperation															Leadership Influence							Cognitive Activities																				Job Search Selection						
Participate in group activities	Participate in industrial relations/functions	Identify personal values/attitudes	Apply information to life experiences	Identify values/attitudes	Identify needs/drives	Select/apply appropriate behavior	Investigate/identify personal styles	Investigate/identify group/corporate climate	Give/receive feedback	Identify hidden purposes	Investigate/apply group dynamics	Control undesirable/inappropriate behavior	Resolve conflicts	Clarify goals/objectives	Devise "win/win" situations	Build consensus	Generate ideas	Present point of view	Analyze/apply leadership styles	Analyze/apply management styles	Obtain confidence of others	Develop esteem in self/others	Persuade others	Analyze/apply motivation techniques	Provide positive coaching	Collect/record information	Identify critical elements/issues	Define a problem	Identify underlying causes	Apply a problem-solving model	Analyze/synthesize information	Identify/analyze underlying assumptions	Draw conclusions	Predict results/outcomes	Identify/evaluate consequences	Identify/develop alternatives	Evaluate alternatives	Select an alternative	Devise a solution	Create a finished product	Apply intuitive/creative thinking processes	Transfer knowledge/training to new situations	Apply new technology	Develop an action plan	Evaluate results/outcomes	Analyze personal occupational aptitudes/preferences	Investigate employment prospects of a career field/occupation	Investigate training requirements for a career field/occupation	Investigate benefits of a career field/occupation	Compare/evaluate career options	Develop personal career path	Locate appropriate jobs
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EMPLOYABILITY SKILLS																						SOCIAL STUDIES SKILLS																														
Job Search Selection								Job Aquisition Development														Information Analysis						Social Studies Application										Functional Social Studies														
aptitudes/preferences	Investigate employment prospects of a career field/occupation	Investigate training requirements for a career field/occupation	Investigate benefits of a career field/occupation	Compare/evaluate career options	Develop personal career path	Locate appropriate jobs	Analyze duties/requirements/benefits of specific job	Master specific job task/procedure	Fill in job-related applications	Write letter of application	Write personal resume	Interview for a job	Apply business etiquette	Practice good work habits/attitudes	Develop good personal presentation	Develop self-confidence/esteem	Develop effective leadership	Deal effectively with supervisors	Deal effectively with co-workers	Deal effectively with professional colleagues/associates	Deal effectively with customers/clients	Collect/record data	Interpret graphical information	Construct graphical information	Interpret maps/globes	Interpret statistical information	Analyze/interpret demographic information	Investigate/apply U.S. history	Investigate/apply world history	Investigate/apply U.S. geography	Investigate/apply world geography	Investigate/apply principles of government/politics	Investigate/apply principles of economics	Investigate/apply principles of ethics	Investigate/apply principles of psychology	Investigate/apply principles of sociology	Investigate/apply cross-cultural studies	Practice responsible personal economics	Prepare a personal budget	Use credit responsibly	Practice good work ethics	Participate in industrial relations	Interact with people of different races/cultures	Investigate/participate in government	Investigate/apply American legal practices	Select/use sources of information on current events	Analyze current events	Analyze consumer issues	Analyze social issues	Analyze conservation/ecology issues	Analyze social impact of science/technology	Analyze economic impact of science/technology
	●	●			●																																															

HOUSING AND HOME FURNISHINGS

CIM

READING SKILLS

WR

UNITS OF INSTRUCTION	Reading Comprehension									Research and Reference								Functional Reading						Language		Composition							
	Gain factual information	Distinguish fact, opinion and inference	Recognize stereotyping and bias	Recognize propaganda	Analyze cause and effect	Draw conclusions	Make generalizations	React to written material	Apply word analysis techniques	Select useful resources	Locate resources	Find materials in library	Use standard references	Use in-book reference tools	Use audiovisual media	Use computer data base	Use magazines and newspapers	Interpret forms and records	Follow written instructions	Interpret graphics and symbols	Use content area vocabulary	Interpret abbreviations/acronyms	Read aloud	Use standard grammar and correct spelling, punctuation, and capitalization	State ideas clearly	Use complete sentences	Develop preliminary outline	Use topic sentences	Use introductory/closing paragraphs	Compose reports	Compose, essays	Proofread and edit	Construct graphics and symbols
Planning Living Space for Human Needs	●																		●		●			●	●	●		●	●	●			
Evaluating Housing Alternatives	●									●	●							●	●		●	●											
Financing Housing Alternatives	●																		●														
Applying Elements and Principles of Interior Design	●																		●					●	●	●							
Arranging Interior Spaces	●																		●					●	●	●							
Designing Interior Backgrounds	●									●									●					●	●	●							
Selecting Furniture and Accessories	●					●					●								●					●	●	●							
Selecting Appliances	●							●			●								●				●	●	●	●							
Planning for Safety and Security	●																		●					●	●	●							
0. Exploring Careers in Housing and Home Furnishings	●									●									●					●	●	●							

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CIMC BASIC SKILLS DOCUMENTATION M

WRITING SKILLS																				MATH SKILLS																															
Composition								Research					Functional Writing							Operation and Calculation														Math Application											Data Analy and Displa						
Use complete sentences	Develop preliminary outline	Use topic sentences	Use introductory/closing paragraphs	Compose reports	Compose essays	Proofread and edit	Construct graphics and symbols	Take notes	Use notecards	Create bibliography	Use footnotes	Outline material	Complete forms and records	Write instructions	Write letters	Write job applications	Write resumes	Use word processing	Use computer graphics	Round off numbers	Estimate answers	Use scientific notations	Use exponential notations	Calculate with whole numbers	Calculate with fractions	Calculate with decimals	Convert whole numbers to fractions	Convert whole numbers to decimals	Solve numerical expressions	Solve formulae and equations	Obtain squares and square roots	Convert units of measure	Perform metric calculations	Solve word problems	Select/apply mathematical formula	Select/apply mathematical procedure	Use English and metric measures	Solve time/rate/distance problems	Solve ratio/proportion problems	Solve percent problems	Apply techniques of scaling	Apply algebra principles	Apply geometry principles	Apply trigonometry principles	Interpret charts and tables	Interpret graphs (type)	Collect /record data	Apply sampling techniques	Apply principles of probability	Construct charts and tables	Construct graphs
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MATRIX

HOUSING AND HOME FURNISHINGS

SCIENCE SKILLS

nalysis isplay					Functional Math														General Science									Life Science							Physical Science					Earth Science							
Construct charts and tables	Construct graphs	Calculate statistics	Interpret statistics	Interpret blueprints/plans	Make measurements	Perform banking transactions	Make change	Solve practical problems	Calculate gross earnings	Solve income/expense problems	Prepare a budget	Calculate interest	Solve interest problems	Calculate sales tax	Determine income tax	Use calculator for computation	Use computer for computation	Use computer spreadsheets	Apply computing skills	Apply scientific method of inquiry	Conduct experiments	Investigate science ethics	Investigate science history	Investigate/apply economics in technology	Use scientific instruments	Investigate/apply technology	Collect specimens	Identify/classify living organisms	Investigate biological history of the earth	Investigate food chains, webs, pyramids	Investigate/apply principles of human development	Investigate/apply principles of genetics/heredity	Investigate/apply principles of anatomy/physiology	Investigate health issues	Analyze/classify matter	Investigate forms/changes of matter	Investigate forms/changes of energy	Investigate/apply chemical properties	Investigate/apply physical laws	Investigate physical characteristics of the earth	Investigate geological history of the earth	Investigate physical forces acting on the earth	Solve problems of longitude, latitude, and time zones	Investigate conservation of physical resources	Investigate conservation of living resources	Investigate issues of environmental impact	Apply science principles to environmental issues
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